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DATA COLLECTION AND ADMINISTRATION PROCEDURES FOR THE JOB PERFORMANCE MEASUREMENT SYSTEM

Frances J. Laue
Barbara A. Bentley
Sheryl A. Bierstedt
Rogerio Molina

Universal Energy Systems, Incorporated
Human Factors Division
4401 Dayton-Xenia Road
Dayton, OH 45432-1894

HUMAN RESOURCES DIRECTORATE
TECHNICAL TRAINING RESEARCH DIVISION
Brooks Air Force Base, TX 78235-5000

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Mark S. Teachout

MARK S. TEACHOUT
Contract Monitor

HENDRICK W. RUCK, Technical Director
Technical Training Research Division

RODGER D. BALLENTINE, Colonel, USAF
Chief, Technical Training Research Division

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Frances J. Laue
Barbara A. Bentley
Sheryl A. Bierstedt
Rogerio Molina

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Human Factors Division
4401 Dayton-Xenia Road
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The Technical Training Research Division of the Armstrong Laboratory, formerly the Air Force Human Resources Laboratory (AFHRL), developed a set of job performance measures to serve as criteria for validating selection and classification tests and evaluating training systems. This performance measurement technology included work sample tests, rating forms, job knowledge tests, and questionnaires which focus on the job proficiency of first-term enlisted personnel. This report documents the planning and implementation of the large-scale data collection efforts required to execute the research mission.

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PREFACE

Work sample tests, rating forms, job knowledge tests, and questionnaires were developed to measure the proficiency of first-term enlisted personnel in eight Air Force specialties. The instruments, collectively labeled the Job Performance Measurement System (JPMS), were administered to airmen in three large-scale data collection efforts. This report documents the evolution and final sets of procedures and materials utilized in the management of these efforts. This work was performed under Contract No. F41689-86-D-0052 awarded to UES, Inc. (formerly called Universal Energy Systems, Inc.).

The authors would like to acknowledge the hundreds of individuals who have contributed to the data collection efforts described in this report. The scientists at the AFHRL, UES, and Texas MAXIMA who developed the instruments and data collection plan are thanked. Also, we would like to credit all of the test administrators and proctors who provided the technical expertise central to the success of test administration and data collection. Finally, we would like to recognize Dr. Jerry Hedge, Dr. Mark Teachout, and Maj Marty Pellum for their review and suggestions for this report.

DATA COLLECTION AND ADMINISTRATION PROCEDURES FOR THE JOB PERFORMANCE MEASUREMENT SYSTEM

SUMMARY

The Human Resources Directorate of the Armstrong Laboratory (AL/HR), formerly the Air Force Human Resources Laboratory (AFHRL), developed a set of job performance measures to serve as criteria for validating selection and classification tests and evaluating training systems. This performance measurement technology included work sample tests, rating forms, job knowledge tests, and questionnaires which focus on the job proficiency of first-term enlisted personnel. This report documents the planning and implementation of the large-scale data collection efforts required to execute the research mission.

I. INTRODUCTION

The Joint-Service Job Performance Measurement (JPM) Project was initiated in 1980 with a Congressional mandate that the primary selection device used by the Services, the Armed Services Vocational Aptitude Battery (ASVAB), be validated against job performance criteria (Wigdor & Green, 1986). Since that time, the Air Force Human Resources Laboratory (AFHRL) has conducted exploratory and advanced research on numerous performance measurement methods and procedures. The result of these efforts is a technology for systematically measuring job performance. This technology is referred to as the Air Force Job Performance Measurement System (JPMS). Data collected with the JPMS not only provides information about the relationship between ASVAB test scores and job performance, but can assist in setting Air Force Specialty (AFS) enlistment standards. In addition, the JPMS can be used to evaluate training programs and serve as criteria in other research and development efforts.

Selection of AFSs

Eight AFSs were identified for study under the JPM Project (Table 1). Selection of AFSs was based on a number of factors including the ASVAB Aptitude Index (AI) composite used to classify recruits into the specialty and the number of airmen working in the specialty (Laue, Hedge, Wall, Pedersen, & Bentley, 1992). Although the eight AFSs comprise only four percent of the total number of enlisted AFSs, over nine percent of the first-term airmen were assigned to one of these eight specialties (Occupational Research Data Bank, 1986). Thus, a sample from each AFS should provide an appropriate test of the validity of the ASVAB for predicting job performance.

Table 1. Sample Characteristics of Each Specialty in the JPM Project

AFSs (by ASVAB Aptitude Index)	First-termer Population	Sample N
Mechanical		
Aerospace Ground Equipment Mechanic (423X5)	4659	261
Jet Engine Mechanic (426X2)	5709	255
Administrative		
Information Systems Radio Operator (492X1)	1020	156
Personnel Specialist (732X0)	5224	197
General		
Aircrew Life Support Specialist (122X0)	1700	195
Air Traffic Control Operator (272X0)	1900	191
Electronic		
Precision Measurement Equipment Laboratory Specialist (324X0)	1671	138
Avionic Communications Specialist (328X0)	1000	98

JPMS Project Timelines

Development and administration of the JPMS instruments were staggered over time in three phases as depicted in Figure 1. AFS 426X2 was the first AFS selected for study. The instrument development and data collection procedures employed for this specialty served as prototypes for subsequent efforts. Across the three data collection efforts, modifications and adaptations were made to the prototype. The third effort represents application of the best methods to date and is the focus of this report.

Selection of Performance Measures

Several measurement methods were identified from the performance appraisal literature as appropriate for use in the JPM Project (Kavanagh, Borman, Hedge, & Gould, 1986). Work sample tests, in the form of hands-on performance tests and interview tests, were developed for each of the eight AFSs. Referred to as the Walk-Through Performance Test (WTPT), these hands-on and interview measures

required job incumbents[1] to perform or describe the steps necessary to successfully complete a sample of tasks representative of the job of a first-term airmen in each AFS.[2]

A second measurement technique selected for utilization in the JPMS was performance rating forms. Like the WTPTs, rating forms were developed and administered to personnel within all eight AFSs. Rating forms were completed on incumbents by the incumbents themselves (i.e., self ratings), their supervisors, and their peers (i.e., co-workers). Forms ranged in level of detail from very specific task-level ratings to ratings on general dimensions of performance. Each of the rating forms employed a 5-point, adjectivally-anchored rating scale. Whenever possible, specific behavioral descriptions were included in the scales.

A third type of measurement method utilized in the third development and data collection phase of the JPM project was knowledge testing. Two forms of knowledge tests were administered to incumbents in four AFSs (i.e., AFSs 423X5, 732X0, 122X0, and 324X0). Job Knowledge Tests (JKTs) covered knowledge required to perform those tasks included in the WTPT. The Apprentice Knowledge Test (AKT), an AF test used in many career fields to allow airmen to bypass initial technical training school, was also administered to personnel in these four specialties.

In addition to these performance measures, questionnaires were developed to collect background and experience information. These questionnaires were completed by participants across all eight AFSs. All of the performance measures will be described in more detail in a following chapter.[3]

Overview

This report documents the actions and procedures taken to collect data with the measurement methods described above. Figure 2 provides an outline of all

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[1]The term "incumbent" refers to a first-term airman who was selected to complete the entire battery of JPMS instruments, including the WTPT. The term will be used to distinguish these participants from all others.

[2]WTPTs were divided into sections based on heterogeneity of job tasks within a specialty. The set of tasks common to an entire career field was referred to as "Phase I"; those specific to workcenters, MAJCOMs, worksites, and so on, were labeled as "Phase II." Six of the eight WTPTs consisted of a two-phase structure while the AFS 423X5 was a single-phase test. The WTPT for AFS 426X2 required a three-phase structure to account for unique aspects of engine-type and worksite.

[3]For an in-depth discussion of the development of all instruments see Laue, et al. (1992).

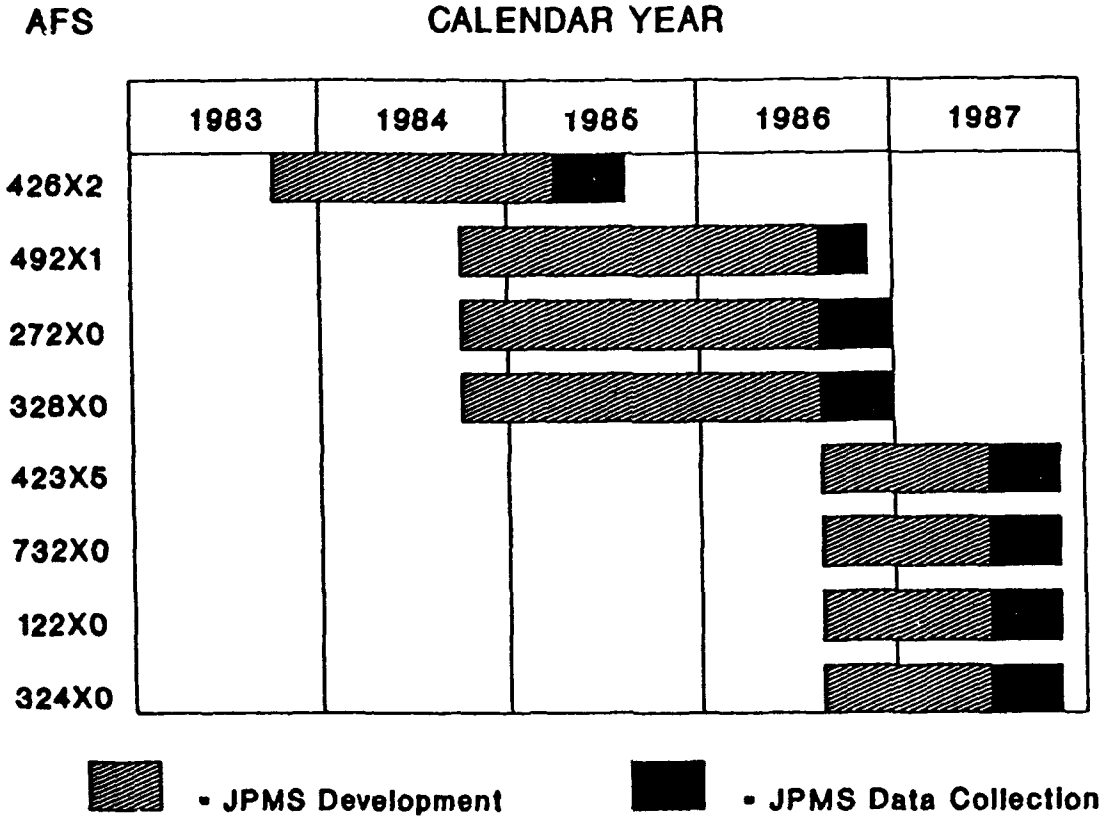

Figure 1. Timelines for JPMS Development and Data Collection.

required procedures. The entire data collection effort is described in the following three chapters. Chapter II addresses those activities that occurred prior to data collection. This includes: the selection of data collection sites; the selection, training, and responsibilities of test administrators and proctors; and the logistical arrangements that occurred prior to arriving at a data collection site.

Chapter III describes everything that occurred between arrival at and departure from each data collection site. These activities include: confirmation and selection of participants; in-briefings; and rater training and project orientation for incumbents, supervisors, and peers. A complete description is given on how the rating forms, questionnaires, job knowledge, hands-on, and interview measures were administered and controlled. The chapter concludes with a discussion of how the data are handled after collection.

A summary of procedural modifications made from one data collection effort to the next is provided in Chapter IV. These "lessons learned" are discussed and recommendations for future data collection efforts are made. Concluding comments are made in Chapter V.

II. ACTIVITIES PRIOR TO DATA COLLECTION

As Figure 2 depicts, many preparatory activities occurred prior to arrival at a data collection site (e.g., selection of data collection sites, and training of proctors[4] and test administrators). The figure also indicates that these activities occurred simultaneously with the final stages of JPMS development. The following will describe in detail these preliminary activities.

Selection of Data Collection Sites

Data collection site selection was conducted independently for each AFS. AFS functional managers at the three primary major commands (MAJCOMs) operating in the continental United States [Military Airlift Command (MAC), Strategic Air Command (SAC), and Tactical Air Command (TAC)] identified bases for data collection. These functional managers, typically senior Non-commissioned Officers (NCOs) with 10 to 20 years of experience in an AFS, were responsible for monitoring all aspects of the AFS within their MAJCOMs, including manning, training, and equipment. The functional managers, along with more senior-ranking managers, had been briefed at the onset of the JPMS development process and had pledged support to the JPM Project goals and requirements. They identified locations with adequate numbers of first-term airmen and where scheduled exercises or other mission requirements would not preclude data collection.

A tentative data collection plan was built by AFHRL scientists from the inputs of each MAJCOM. This plan further considered the number of airmen at each base, the bases' major operational commands (to insure adequate representation of each MAJCOM), geographic location, and availability of equipment required by the data collection effort. Proposed schedules of bases and dates were submitted to the MAJCOMs for approval. This process was repeated until schedules were derived which were acceptable to the MAJCOMs and would allow data collection to proceed smoothly with effective use of time and resources. Table 2 lists the number of bases visited for each AFS and the mean number of incumbents tested at each base.

Final data collection schedules were released via electronic message to each base involved. In addition to a testing schedule, these messages included an agenda for the visit, a list of required support, and a request for the appointment of a unit Point-of-Contact (POC). Arrangements for the visit were

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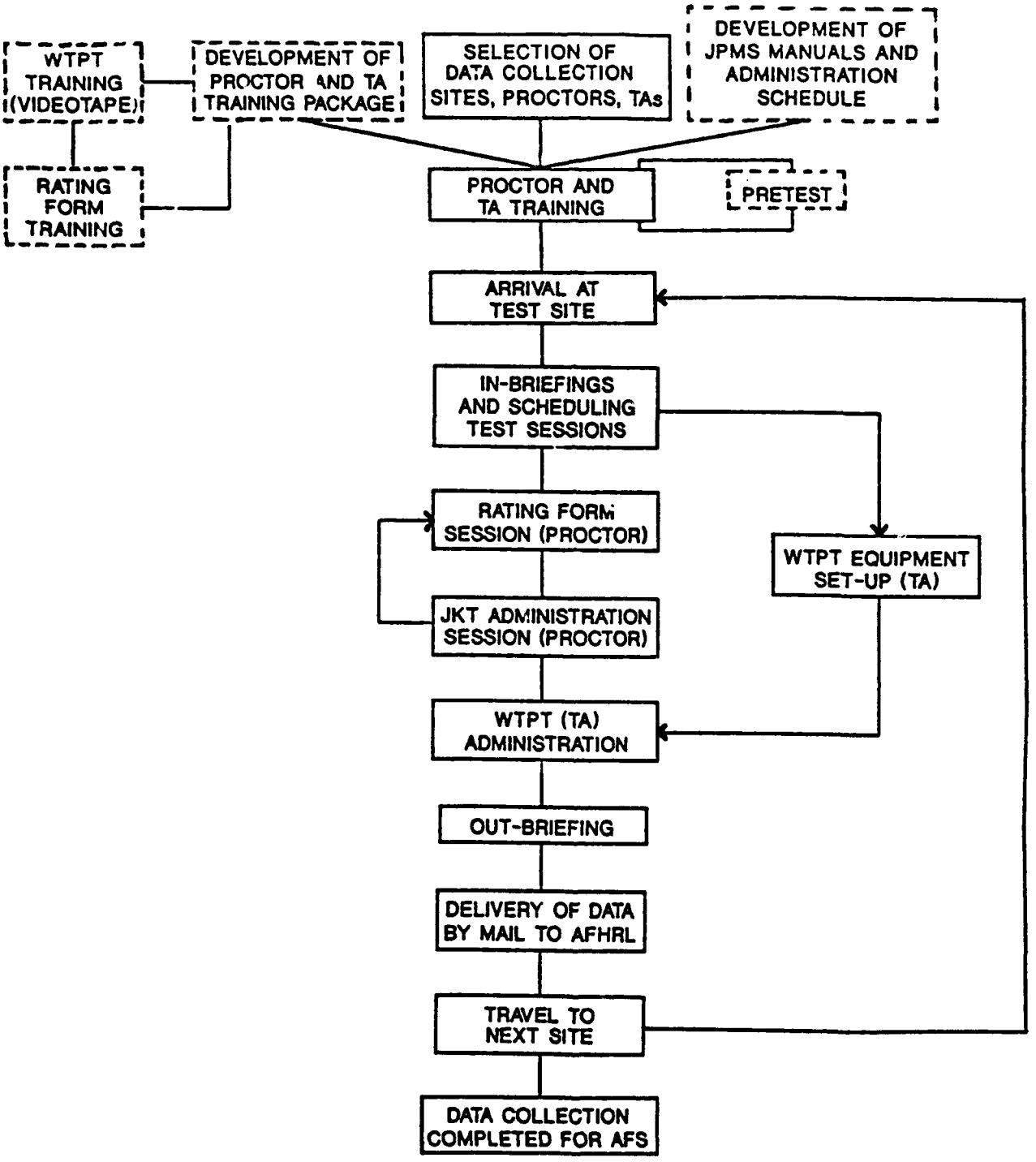
[4]Proctor is the term describing the person assigned as data collection team leader. Both civilian contractors and active-duty enlisted personnel successfully performed these duties. The issues surrounding civilian versus active-duty personnel are discussed in Chapter IV.



Note. The dotted lines indicate JPMS development activities which overlapped the data collection activities.

Figure 2. JPMS Data Collection.

completed via telephone conversations between the unit POC and the team proctor. A final message was sent to the unit POCs to provide data collection team arrival dates, names, and billeting and transportation requirements.

Selection of Proctors and Test Administrators

Data collection was accomplished by teams usually consisting of one proctor and two or three specialists serving as test administrators (TAs) each. Table 3 provides a breakdown of the number of teams and their members for each AFS. Selection of proctors and TAs was a primary concern. The success of the JPMS data collection efforts and the quality of the resulting data depended on skillful administration of JPMS instruments and the smooth operation of each team. The responsibilities of the proctors and TAs are provided in Table 4. Definition of these responsibilities provided the criteria used to select individuals to serve as proctors and TAs.

The proctor responsibilities dictated that candidates for this position possess proven leadership and administrative capabilities, as well as good communication and interpersonal skills. It was preferable that proctors possess technical expertise in all areas covered by the WTPT, but this was not required. Previous exposure to the JPM project was also beneficial, though not required. Finally, to ensure an effective line of authority within each team, active-duty military proctors at the rank of Master Sergeant or above were preferred.

Selection criteria for TAs were similar to those for proctors. TAs were required to possess good interpersonal and communication skills. Technical expertise in all areas covered by the WTPT was of key importance. Previous exposure to the JPM project again was desirable but not mandatory. The rank of active-duty TAs was one selection criterion for two reasons. First, it was important that the TA rank did not intimidate the incumbents and thereby hamper

Table 2. Summary of Data Collection Sites

AFS	Number of Bases Visited	Incumbents Tested per Base[a]
423X5	18	15
426X2	13	20
429X1	14	11
732X0	19	10
122X0	20	10
272X0	16	12
324X0	24	8
328X0	18	5

[a]Mean, rounded figure of incumbents tested at each base.

Table 3. JPMS Data Collection Teams

AFS	Team	Number of Proctors	Number of TAs
426X2	A	-	3[a]
	B	-	3
	C	-	3
492X1	A	1	1
	B	1	2
	C	1	2
272X0	A	1	1
	B	1	2
328X0	A	1	2
	B	1	2
	C	1	2
423X5	A	1	2
	B	1	2
	C	1	2
	D	1	2
732X0	A	1	2
	B	1	2
	C	1	2
	D	1	2
122X0	A	1	2
	B	1	2
	C	1	2
	D	1	2
	E	1	1
	F	1	1
324X0	A	1	2
	B	1	2
	C	1	2
	D	1	2
	E	1	2
	F	1	1
Total	31	28	60

[a]Teams involved in the data collection for AFS 426X2 did not have proctors; one team member was trained to function in a dual role of TA/team leader.

Table 4. JPMS Team Roles and Responsibilities

TEAM PROCTOR

1. Provide team leadership to facilitate effective operation and the collection of quality data.
2. Serve as the liaison between team and AFHRL/contractor project personnel.
3. Serve as team spokesperson to base personnel.
4. Transport and store controlled tests and other JPMS data collection materials.
5. Verify eligibility of incumbents, supervisors, and peers.
6. Conduct rating form and job knowledge test administration sessions.
7. Conduct shadow scoring exercises.[a]
8. Resolve technical disputes among TAs.
9. Make travel, lodging, and transportation arrangements for the team.
10. Prepare data collection documentation and reports.
11. Forward/deliver data and materials to the AFHRL.

TEST ADMINISTRATOR

1. Effectively function as a member of a team to ensure the collection of quality data.
2. Make appropriate WTPT administration preparations, including setting up required equipment, and locating necessary TOs and expendable supplies.
3. Administer the WTPT and the JPMS Questionnaire.
4. Transfer test and questionnaire responses to scan sheets.
5. Participate in shadow scoring exercises.[a]

[a]Shadow scoring is a method of WTPT administration whereby two TAs simultaneously observe and evaluate task performance. Shadow scoring is discussed in greater detail in Chapter III.

test performance; it was also important to insure that TAs had current knowledge of actual day-to-day performance of first-term airmen tasks. For these reasons, TAs were required to be at either the Technical Sergeant, Staff Sergeant, or Sergeant level.

Proctor and Test Administrator Training

Proctors and TAs were trained by contractor trainers during two-week workshops conducted prior to the data collection efforts. Some training activities were conducted simultaneously for both proctors and TAs. The JPMS orientation briefing, for example, was presented to the entire group since all members of a data collection team needed to be educated on the background and objectives of the JPM project and the components of the JPMS. However, the content of most training activities were specific to proctor or TA job requirements and/or to an AFS and, therefore, dictated separate training programs.

Proctor training addressed the following general areas of responsibility: (a) conduct of briefings; (b) conduct of rater training sessions; (c) administration of rating forms, questionnaires, and paper-and-pencil tests; (d) completion of rating form answer sheets; (e) facilitation of shadow scoring exercises; (f) logistical planning; and (g) documentation of data collection activities. In addition, proctors were familiarized with the content and testing requirements of the WTPT.

The content of test administrator training focused almost exclusively on procedures necessary for administration of the WTPT, including the development of accurate, consistent, and standardized observation skills. TAs were also trained to transfer test data to WTPT answer sheets and to perform effectively the steps necessary to prepare a testing site for WTPT administration. Training activities for the initial data collection effort (AFS 426X2) are described in Bierstedt and Hedge (1987). Once all training and logistical requirements were met, the JPMS administration began.

III. ON-SITE DATA COLLECTION ACTIVITIES

Overview

The ideal schedule for JPMS administration at a data collection site is outlined in Figure 3. The average time spent at each site was two weeks. The same procedures were followed at each testing site (as depicted in Figure 2). A test site visit began with in-briefings or courtesy calls and finalization of session attendance schedules. The four-hour rating form session followed, and included an introductory briefing, rater training session, and completion of rating forms and questionnaires. Simultaneously, the TAs set up the equipment at the WTPT administration location. The four-hour job knowledge testing session was conducted on the second day. If additional rating form sessions were required, they were scheduled after completion of the initial job knowledge testing session. In this way, a group of incumbents could complete the rater training and job knowledge testing sessions and be ready for WTPT administration.

When an incumbent had completed all rating forms, questionnaires, and knowledge tests, the WTPT was administered.[5] Upon completion of the WTPT, the incumbent completed the JPMS Questionnaire. This concluded the testing for an individual; WTPT administration continued until all incumbents were tested. An out-briefing was then provided for host officials and the collected data were packaged and mailed to the AFHRL.

The following sections describe in detail these on-site data collection activities. A brief description of each test instrument included in the JPMS is also provided.

Arrival at Test Site

The data collection team arrived at the test site at least one day prior to the first day of data collection to allow for the completion of billeting and rental car or base vehicle transportation arrangements. In addition, proctors contacted base POCs upon arrival at the site to finalize the testing schedule. If carrying controlled tests (e.g., Apprentice Knowledge Test), the proctors delivered them to the test control officer for secure storage. Team members communicated with the AFHRL on a weekly basis and whenever questions or problems arose. Weekly contact usually occurred upon arrival at a new test site to report on events which occurred at the previous test site and to communicate the testing schedule at the current site.

In-Briefings and Scheduling

The data collection procedure commenced with in-briefings and finalization of the schedule (see Figure 3). In-briefings were conducted at the request of host unit officials. Briefing audiences ranged from shop/section chiefs through Deputy Commanders (E-6 through O-6). Although the briefings were prepared and rehearsed as formal presentations with overhead transparencies, most briefings were conducted informally without visual aids. These briefings provided information to management regarding the purpose of the research project, the potential mission impact, and how this impact would be minimized.

As discussed earlier, the initial request for unit support, which included a description of requested participants, was conducted by way of message. The pre-visit message and telephone contact with the POC at each site were not always successful in completely conveying the purpose and requirements of the project. Thus, it was important that the first morning of a site visit be used to finalize the testing schedule and ensure that the selected incumbents, supervisors, and peers met operational definition requirements, described in detail below.

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[5]When the WTPT required only four hours for completion (i.e., AFS 272X0, AFS 492X1, and AFS 732X0), two tests could be administered each day by each TA. In all other AFSs, only one WTPT was administered by each TA during an eight-hour shift.

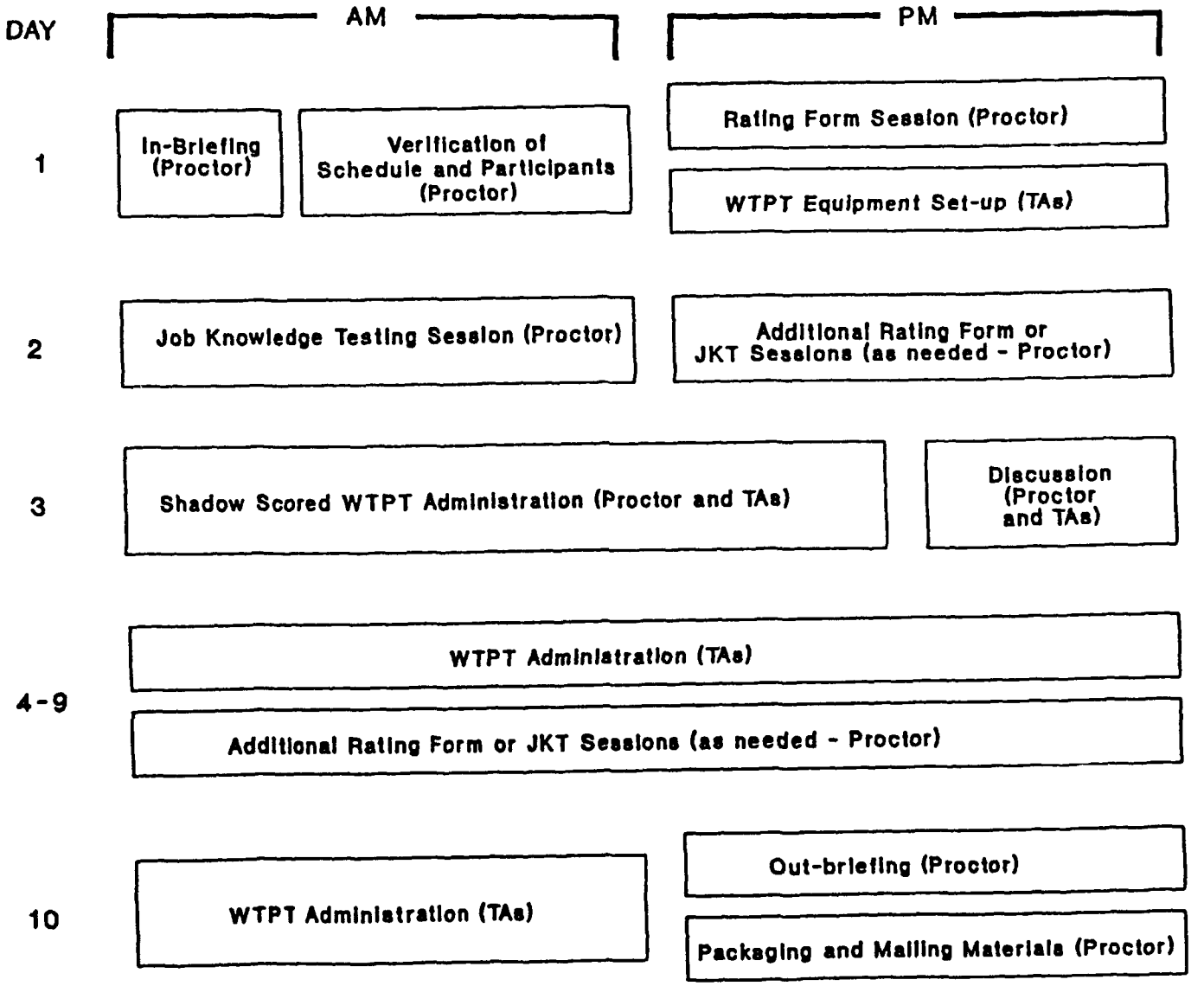

Figure 3. Typical On-site Data Collection Schedule.

The majority of incumbents selected to participate were first-term airmen with 6 to 48 months Total Active Federal Military Service (TAFMS). These limits ensured that incumbents had completed required technical training and had been performing on the job for a sufficient amount of time to warrant taking the WTPT.[6]

Each supervisory participant selected to serve as a rater had to be a direct supervisor of the incumbent with first-hand knowledge of his/her proficiency. The supervisor was ideally the person who completed the incumbent's Airmen Performance Report on a regular basis, and should have supervised and observed to performance of the incumbent for a minimum of three months. A supervisor was allowed to rate more than one incumbent, but it was important to ensure that supervisors did not rate an excessive number of individuals. Fatigue caused by rating too many incumbents could have potentially resulted in inaccurate ratings. The exact number of incumbents rated by one supervisor was decided by the proctor on a case by case basis, usually not to exceed three.

It was requested in the pre-visit message that three peers be identified for each incumbent. A peer was defined as a member from the same AFS who had worked with the incumbent for at least three months. The peers had to have previously observed the performance of the incumbent. As with the supervisors, an individual could serve as peer to more than one incumbent, provided that caution was taken to ensure that the number of incumbents to be rated by a peer was reasonable. Also, incumbents could serve as peers for other incumbents. It is important to note that many specialties and job sites were structured such that it was often very difficult, if not impossible, to obtain three peers per incumbent. In these cases it was acceptable to gather ratings from only two peers.

All of the above criteria were guidelines for selection of raters, but it was often necessary to make decisions while in the field which did not meet these guidelines. Such deviations from the rules were made with caution, and final decisions were reached only after discussion with the AFHRL or contractor researchers. The Data Collection Schedule Form was completed after this final verification of participants. The form is provided in Appendix A as part of the Trip Report Package. All deviations were noted by the proctor in the trip report.

Rating Form Session

The first afternoon at a test site was devoted to the rating form session (see Figure 3). Sessions were conducted in a quiet classroom atmosphere whenever

[6]The cut-off was extended for AFS 328X0 to include incumbents with up to 60 months TAFMS in order to obtain a sufficient sample size.

possible, although breakroom areas were sometimes used.[1] The requirements for rating form session location (and the subsequent JKT session) were a well-lighted room with sufficient table space for privacy during completion of the ratings or tests.

Prior to each rating session, the proctors completed portions of the rating form/questionnaire answer sheet (Appendix B) including the name of the person to be rated, the name of the rater, rater's skill level, rating source (i.e., self, supervisor, or peer), and date. In addition, base, proctor, AFS, and phase codes were recorded on each answer sheet (Appendix C). This preparation facilitated the activities during the rating form session.

During the rating form session, incumbents, supervisors, and peers received an introductory briefing and rater training. Participants then completed the required rating forms and a series of questionnaires. The following sections describe the basic components of a rating form session, as well as the various rating forms. For a detailed description of the content and purpose of the rater training, see Bierstedt and Hedge (1987).

Introductory Briefing

The introductory briefing explained the purpose of the project and what was requested of each participant. The briefing text and slides are provided in Appendix D. After the briefing was conducted and all questions of a general nature were answered, a Rater Training Session Sign-In Sheet was circulated to record attendance (Appendix A). These briefing slides were also used when formal in-briefings were requested by host unit officials.

Rater Training

Rater training was designed to: (a) familiarize raters with the four rating forms and the three questionnaires, (b) educate the raters on how to make accurate ratings, and (c) provide an opportunity for practice and feedback. Each rater was provided with a reusable booklet containing the training exercises, the four rating forms, and the three questionnaires. The training session was conducted in a lecture format with overhead transparencies as learning aids, and provided opportunities for group participation and discussion. Rater training sessions were adapted for each AFS because some rating form and questionnaire content was AFS-specific (e.g., Task Rating Form, Task Experience Questionnaire) and examples used during the rater training session came directly from these instruments. The script used to conduct the rater training session for AFS 122X0 is included as an example in Appendix D. After rater training, the proctor distributed the computer scan answer sheets for recording rating form and

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[1] It was best to have all involved (i.e., incumbents, supervisors, peers) participate in a single rating form session to limit the amount of disturbance to the unit's mission. In most cases, however, more than one session was required.

questionnaire responses. A brief training session was then conducted on the use of these answer sheets.

Completion of Rating Forms

Four rating forms were completed by each participant for each incumbent rated. Raters were instructed to complete all rating forms for the first incumbent before rating a second incumbent. It was emphasized that attention should be focused only on the person being rated, avoiding comparison with other workers.

The rating form booklet for AFS 122X0 TAC is provided in Appendix E as an example. Each booklet contained both the four rating forms and the three questionnaires. The rating forms were completed in the following order:

Global Rating Form. The Global Rating Form was developed to collect overall ratings of job proficiency. Ratings were made on two items: (a) technical proficiency, and (b) interpersonal proficiency. These forms were designed to be used for all specialties with only minor terminology changes required for describing performance levels corresponding to the five points on the rating scale. The same Global Rating Form was used for all phases within an AFS.

Dimensional Rating Form. The Dimensional Rating Form evaluated overall levels of proficiency on several dimensions defined by groups of tasks. Dimensions were identified through factor analysis of occupational survey data and verified by AFS Subject Matter Experts (SMEs). The number of dimensions ranged from four to nine across AFSs. Specialty-specific behavioral descriptions were included for the five scalar values for each dimension. The same Dimensional Rating Form was used for all phases within an AFS.

Task Rating Form. The Task Rating Form collected the most specific evaluation data. Raters were required to rate an incumbent's proficiency on a list of tasks including those in the WTPT and others representative of job content domain. Tasks were rated using a 5-point adjectivally-anchored rating scale. The number of tasks on the rating forms varied from 19 to 40 across AFSs and phases within an AFS.

In some cases, raters encountered tasks or dimensions which they had not performed, or seen the incumbent perform. When this occurred, raters were instructed to base their ratings on behavior they had observed on related tasks.

Air Force-wide Rating Form. The Air Force-wide Rating Form was developed to collect ratings on characteristics related to overall success in the Air Force. Eight general factors were rated using a 5-point adjectivally-anchored scale, with behavioral descriptions applicable to all specialties. The same Air Force-wide Rating Form was used across all phases and all eight AFSs.

Completion of Questionnaires

Two questionnaires administered during the rating form session gathered background and attitude data; a third gathered incumbent experience data. Responses to all three questionnaires were recorded on the rating form answer sheet. These questionnaires were completed only once by each rater. Raters of multiple incumbents recorded their questionnaire responses on the first rating form answer sheet completed. Incumbents recorded questionnaire responses on their self rating form answer sheets. Samples of these three questionnaires are included with the rating forms in Appendix E.

General Background Questionnaire. The General Background Questionnaire gathered information about the rater, including: (a) time in Service, (b) time in unit, (c) time on present job, (d) situational constraints experienced on the job, and (e) motivation toward the job. Questions concerning time in service, unit, and present job were open-ended; responses were recorded on an extra copy of the first page of the General Background Questionnaire. The proctor ensured that these questions were answered on the supplemental sheet and remaining multiple-choice question responses were recorded in the correctly numbered places on the answer sheet. The General Background Questionnaire differed across specialties only on job experience questions, which reflected the structure and terminology of the career field.

Rating Form Questionnaire. This questionnaire collected feedback from the raters on form acceptability, rating accuracy, ease of rating form use, and general opinions about the form characteristics. This form was the same across AFSs.

A problem frequently encountered with the Rating Form Questionnaire was a shift in response format. Ratings on 5-point scales were used for the topics described above; ranking of form preference on a number of the same topics was also included. Regardless of the verbal and written instructions provided, the transition was usually overlooked by at least one participant per rating form session. As a result, the proctor specifically checked this block on the answer sheet for accuracy.

Task Experience Questionnaire. The Task Experience Questionnaire collected information on the incumbent's relevant on-the-job experience on tasks representative of the job content domain. This form was completed only by the WTPT incumbents. Ratings were made using a 5-point adjectivally anchored scale. This questionnaire was specific to each phase within an AFS, paralleling the content of the Task Rating Form.

WTPT Equipment Set-Up

As Figure 3 depicts, on the first day at a test site, the TAs were responsible for choosing a location for WTPT administration, setting up equipment, and ensuring the availability of all testing materials. The WTPT was administered at the job site to ensure the presence of equipment and environmental cues during test performance. If on-site testing (i.e., in the immediate work vicinity) was impossible due to safety, standardization, or

extreme distraction factors, an alternate location was chosen. Decisions concerning replacement materials or alternate testing locations were made in conjunction with the AFHRL or contractor researchers.

Job Knowledge Testing Session

The second day at a testing site typically began with the Job Knowledge Testing (JKT) session (see Figure 3). These paper-and-pencil measures were included in the JPMS only during the third data collection effort. The JKT session took four hours and was usually conducted in the same room as the rating form session. A knowledge test sign-in sheet (Appendix A) was completed for every session.

The first test administered was a specialty-specific JKT which had been developed for the JPM Project in parallel with the WTPT, covering the same tasks measured by the WTPT. The number of multiple-choice items ranged from 87 to 159 across AFSs. The number of items within AFSs also varied as a result of corresponding WTPT phase differences. The proctor ensured that each incumbent completed the Phase I portion of the JKT, as well as the appropriate Phase II portion. Two hours, with one break period, were allowed for completion of the JKT. The instructions for administration, an Air Force Type C answer sheet used for recording responses, and a sample from the AFS 122X0 JKT are included in Appendix F.

After completion of the JKT, incumbents were allowed a short break and were then administered the Apprentice Knowledge Test (AKT). The AKT, a 100-item, multiple-choice test, was administered in a two-hour period, as specified by AF Regulations. The Space Perception Test (SPT),[8] a 20 item, multiple-choice test with a 12-minute time limit, was given following the AKT administration. The AKT and SPT both required appropriate Air Force test control measures.

It was quite common for incumbents, supervisors, or peers to miss the first rating form and/or JKT administration session. Thus, rating form sessions and job knowledge testing continued through the first week until all participants had attended. In every case, an incumbent had to attend a rating form and JKT session before taking the WTPT.

WTPT Administration

The WTPT was designed to measure job proficiency of first-term career field members on a representative sample of job tasks. The general directions followed by the TA during administration are provided in Appendix G. Some WTPT items required hands-on performance while others were developed as interviews. For

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[8]The SPT was administered to incumbents in the second data collection project where it was administered immediately after the WTPT. The SPT is considered to be an aptitude test, not a performance measure, and data were collected to assess whether the SPT should be included in the ASVAB.

some tasks, both hands-on and interview items were developed and referred to as "overlap items." Examples of AFS 122X0 interview and hands-on items are provided in Appendix H.

TAs were provided with a standard schedule for sequencing the administration of test items to optimize use of equipment involved. Schedules typically organized tasks into modular units based on how tasks were logically performed on the job. The test schedule took into account time limitations of the test, shift rotations of personnel, and accessibility to the appropriate work places. When more than one WTPT administration occurred simultaneously at a site, the testing schedule of the TAs was adjusted so conflict on use of equipment would not occur.

Before beginning the WTPT administration, a sample interview item was administered which familiarized the incumbent with the testing procedure. Testing then began with the TA directing the incumbent to the correct page in the incumbent's manual (Appendix I), and reading the objective for the first task aloud while the incumbent read along silently. At the beginning of each task the TA asked how often the incumbent had performed the task and how many weeks had passed since the last time it had been performed. This information was recorded in the administrator's book. The task instructions were then read aloud while the incumbent followed along in the incumbent manual. The incumbent was allowed time to gather the required tools, materials, and/or technical documents; timing of task performance began after materials had been gathered.

The TA observed performance on the hands-on tasks and marked either a "Yes" or "No" for each step in the WTPT administrator's book. If the step was performed correctly the TA would mark "Yes." If the step was performed, but done incorrectly, or if the step was not performed, the TA marked "No." After the specifics of a hands-on WTPT task had been explained, the TA primarily observed and recorded task performance; direct questioning by the TA was not allowed unless specifically designated in an item.

TAs administered interview items in a similar manner, recording the step-level completion/correctness of responses. The incumbent was requested to describe all required steps in a task. The TA was not allowed to assume or infer that an incumbent knew how something was to be performed. The TAs were patient and allowed sufficient time for an incumbent to answer. All transitional statements were neutral, not suggestive. Probing techniques were utilized to gather more information if a response was incomplete. If the test administrator was unsure of how to evaluate a response, the actual response was recorded for evaluation at a later time.

Established time limits for each task were strictly adhered to; if a task was not completed within the specified time, the incumbent was stopped and guided to the next task. Task completion time was recorded in the administrator's book. Upon completion of each task, the TA gave an Overall Performance Rating (OPR). The OPR was a 5-point adjectivally anchored rating scale ranging from 1 ("Far below the acceptable level of proficiency") to 5 ("Far exceeds the acceptable level of proficiency"). Examples of the OPR can be found at the end of each task in Appendix H.

The pages of the WTPT administrator's book were enclosed in clear plastic sheets; erasable grease pencils or water-based ink pens were used to record evaluations on these sheets. The TAs transferred their evaluations to the optical scan WTPT answer sheet (Appendix J) and cleaned the TA book pages following each evaluation. Each WTPT task was assigned an answer sheet task number and performance was coded into the appropriate block. WTPTs consisting of more than 25 tasks required two answer sheets to record the entire test performance.

Shadow Scoring

Inter-rater reliability data were collected through a dual administration technique called "shadow scoring." Shadow scoring required one TA to conduct the WTPT administration and evaluation, a second TA to observe the incumbent and independently evaluate performance, and the proctor to observe both TAs to ensure that they were independently evaluating the incumbent. This process was conducted at least once at each data collection site, usually during the first WTPT administration (see Figure 3).

After completion of the shadow-scored WTPT administration, the two TAs transferred their evaluations onto their respective answer sheets. The proctor then moderated a discussion between the two TAs directed toward inconsistencies in scoring. In addition to providing reliability data, this procedure also ensured that TAs maintained correct procedures and standards throughout data collection. The TAs discussed why their evaluations were different and how the task or step should be rated. If the test administrators could not agree, the proctor forced a resolution using the two TAs' input.

The team was not allowed to change the WTPT administration procedures as part of the resolution, nor were they allowed to alter their original evaluations. Whereas discussion was required on all tasks; documentation of the discussion and resolution was required only when there were two or more differences in step-level evaluations or discrepancies greater than one point in the OPR. This procedure was followed to insure consistency in future instances where the same or similar behaviors, responses, or situations occurred. This documentation form is provided in Appendix A.

If TAs recorded considerably different responses, the shadow scoring procedure was followed on a second incumbent to determine whether improvement resulted from the shadow scoring discussion. If differences between TAs were minimal, shadow scoring sessions were performed on an as needed basis throughout data collection and decisions about discontinuation were made by the proctor after consulting with the AFHRL and contractor researchers.

JPMS Questionnaire

The JPMS Questionnaire[9] was administered to incumbents after completion of the WTPT (Appendix K.) Incumbents assigned ratings on a 5-point adjectivally-anchored scale to various statements concerning the accuracy, acceptability, and clarity of the instructions for each JPMS instrument. Finally, the questionnaire asked the incumbent to rank the rating forms, hands-on tests, interview tests, and job knowledge tests (where appropriate) on each instrument's ability to provide accurate and useful information about an individual's performance. The TAs checked the questionnaire before dismissing the incumbent to ensure that the correct response format was used (i.e., ratings versus rankings). The incumbent recorded responses directly on the questionnaire; the TAs transferred this information to the WTPT answer sheet (Appendix J).[10]

For an individual, this was the final step in the testing process. After completion of the WTPT and JPMS Questionnaire, incumbents were thanked for their cooperation and requested to keep all details confidential to allow all examinees the same opportunity on the WTPT. Administration of the WTPT continued until each incumbent had been tested as scheduled.

Out-Briefing and Completion of Forms

When data collection was completed at a site, proctors provided out-briefings for the host unit or base-level officials upon request (see Figure 3). This briefing was usually an informal notification that data collection procedures were successfully completed at the particular site. The proctor and TAs were not allowed to provide anyone with results or information about how particular incumbents, or the group as a whole, had performed. Also, comparisons to other bases were not allowed.

The large amounts of data gathered for the JPMS demanded organized efforts to account carefully for all testing materials and data sheets. One of the most important organizational efforts was the preparation of on-site records and reports used to document data collection progress. In addition to the forms described thus far, both TAs and proctors completed a Comments and Recommendations Form (see Appendix A). On this form, proctors and TAs were encouraged to document unusual occurrences and make suggestions about the data

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[9]The JPMS Questionnaire was call the "General Utility/ Acceptability Questionnaire" during the first data collection effort and the "WTPT Questionnaire" during the second data collection effort. Job Knowledge Tests were not included until the third data collection effort, hence, the two earlier questionnaires did not include any mention of these.

[10]Two optical scan answer sheets were completed for shadow scored incumbents. The JPMS Questionnaire responses were recorded only on the answer sheet completed by the TA who conducted the test administration.

collection process. The proctors also completed a Data Collection Trip Summary which was attached along with all other forms to the Data Collection Trip Report (Appendix A). With all forms and answer sheets completed and compiled, the data sheets were forwarded to AFHRL as described in the next section.

Delivery of Data

The mode of forwarding completed data packages to AFHRL depended on the data collection schedule. If the data collection teams were scheduled to return to Brooks AFB, TX during data collection, materials and reports were hand-delivered to the AFHRL. However, if the teams were required to travel to their data collection sites in succession without returning to the AFHRL, mailing of materials was the most efficient procedure in terms of time, travel, and cost (see Figure 3). Proctors were provided with information regarding Air Force regulations pertaining to use of the mail system so they could correctly convey these requirements to the appropriate offices at each test site.

As Figure 2 indicates, travel to the next test site followed delivery of data to AFHRL. The JPMS data collection process then began again. This procedure continued until all scheduled sites were visited. Team members then turned all data collection materials over to the AFHRL and returned home.

Compilation of Data at AFHRL

Data collection packages received by the AFHRL were inventoried and logged to ensure that all required instruments and materials were included. To facilitate inventory, the AFHRL maintained a folder for each data collection team. This folder contained a checklist used to account for all items that should have been included in each data collection package. A list of data collection sites, dates of visits, and the name and telephone number of the POC at each site were also kept in each folder. This information was vital in the event that team members or POCs needed to be contacted during the data collection effort.

The forms in the Data Collection Trip Report Package (Appendix A) were very useful for inventory of data collection packages at the AFHRL. The sign-in sheets were used to verify name spelling and Social Security numbers. The data collection schedule was used to verify the number of incumbents evaluated, the number of co-workers that rated each incumbent, and the dates that each phase of the data collection process was completed.

The AFHRL reviewed all answer sheets for completeness and correctness. For each incumbent, the following were required:

1. Self rating form answer sheet;

2. Supervisor rating form answer sheet;

3. Up to three co-worker rating form answer sheet(s);

4. WTPT answer sheet(s);

5. JKT/AKT/SPT answer sheets;

6. JPMS Questionnaire; and

7. General Background Questionnaire Supplemental answer sheets (one for each incumbent, supervisor, and co-worker).

Special attention was paid to spelling of names and verification of Social Security numbers. Errors that could not be corrected due to lack of information and/or missing data, were reconciled through telephone contact with the respective team proctors. Answer sheets were sorted according to evaluation instrument and reviewed for irregular markings. Once these steps were completed, the answer sheets were submitted to the AFHRL for processing. Controlled test materials, such as the answer sheets for the AKT or SPT were turned over to the responsible individual at the AFHRL.

IV. LESSONS LEARNED AND RECOMMENDATIONS

Collection of accurate and valid data is an essential component of any empirical research effort. Keys to the success of data collection projects include selection and training of personnel, adherence to procedures, documentation, and coordination among concerned parties. A systematic approach to the management of the JPMS data collection was developed and is summarized in Figures 2 and 3. Certain lessons were learned through the experience of three data collection efforts and the approach described here reflects many modifications based on previous efforts. The lessons learned are categorized into issues concerning the selection of proctors and TAs and procedural matters. Future efforts of a similar nature may benefit from the lessons learned and recommendations reported here.

Selection of Proctors and TAs

Technical Experience

Experience with the technical requirements of tasks included in a WTPT is the major consideration in selection of TAs. This expertise is particularly important for tests with potential safety hazards where a skilled observer is required to guard against improper technique of an inexperienced incumbent. It is recommended that TAs have experience in all duty areas covered by the WTPT. For example, a TA in AFS 732X0 ideally should have experience in each of the five workcenters for which WTPTs were developed. This proficiency allows a TA to administer all WTPT components (i.e., Phase II sections.)

Technical expertise was required of proctors in the third data collection effort. This additional capability added a great deal of flexibility to the project, allowing proctors to substitute for TAs as needed. Proctors with AFS experience also enhanced shadow scoring discussion of technical issues.

Experience with JPM Project

Experience with the JPM project is another criterion to be considered when selecting proctors and TAs. Active-duty SMEs who attended WTPT development workshops, served as TAs during pilot test and pretest, or acted as technical sources during task analysis, were judged by researchers on their potential as test administrators or proctors. If they expressed interest in continued involvement, these individuals were then named in messages from the AFHRL requesting MAJCOM support for data collection. Prior experience working with SMEs allowed researchers to evaluate technical expertise, as well as professional conduct and interpersonal skills which were important for projecting a positive image of the JPM project.

Selection of Active-Duty Versus Contractor Personnel

As mentioned previously, active-duty enlisted members and civilian personnel both served successfully as proctors and TAs. The following are concerns and issues that were discussed and evaluated when making manning decisions for the three data collection efforts.

1. It is generally believed that the use of active-duty TAs and proctors is more cost effective for the Air Force. This is contingent, however, on the availability of the temporary duty (TDY) funds required for the utilization of enlisted personnel. Insufficient TDY funds mandate the hiring of contractor personnel to insure completion of data collection in an acceptable time frame.

2. The availability of qualified contractor personnel is a key concern. The most likely applicant pool consists of recently retired or separated enlisted personnel from the AFS under evaluation. However, experience proved that the short-term nature of the data collection period made it difficult to hire job experts since they were likely to prefer more lengthy employment. In addition, some career field members were extremely marketable in the private sector (e.g., AFS 324X0, AFS 328X0), making the search for qualified and interested applicants even more difficult.

3. Highly skilled personnel, who also understand the Air Force mission, are more easily found in the Air Force than the civilian sector. However, there are no guarantees about the suitability of personnel selected by the MAJCOMs. In the second and third data collection efforts, the MAJCOMs were asked to assign the requested personnel for a period of several weeks but were often reluctant to do so since it was difficult to maintain mission objectives while releasing personnel for TDY. In addition, the selection criteria are very specific for the proctor position (e.g., a preferred rank of Master Sergeant or above, qualifications in all work areas of concern). For some career fields (e.g., AFS 122X0), staffing patterns included only a small number of these individuals, and mission requirements prevented the full compliance of the MAJCOMs with requests from the AFHRL. In these instances, the MAJCOMs filled the proctor positions with Technical Sergeants.

It is a concern that bases, when tasked to release an SME for the TDY data collection, will provide the most expendable person in the unit. While the

overall quality of active-duty personnel involved in the JPMS data collection was quite high, there were instances where the personnel did not meet the profile requested by the AFHRL.

4. The issue of test security and confidentiality must also be addressed. It is clearly stated in all briefings related to the JPM project that the data collected are for research purposes only and that all data are confidential. It is common for unit and base-level personnel to inquire as to the findings and overall impressions of the proctors and TAs. The only allowable responses to inquiry about the data collection results are positive comments on the support received from local personnel, the good cooperation and effort from the examinees, and a reiteration of the research mission. Active-duty personnel sometimes felt their fellow AFS members might benefit from such input, regardless of the confidentiality required.

5. Security clearance requirements of certain specialties (e.g., AFS 324X0, AFS 492X1) are another concern. Selection of active-duty SMEs to serve as TAs and proctors is more efficient in terms of time and money since new clearances do not have to be processed through the Department of Defense.

6. Although the technical skills of active-duty personnel are probably more current than those of available private sector job applicants, certain other necessary skills for the proctor role might be better fulfilled through the selection of civilians. For example, necessary components of the proctor position are briefing base, wing, and unit management, and conducting rater training sessions. Good oral communication skills, a conceptual understanding of the purpose of the JPM Project purpose, and an assured presentation style are necessary to successfully present the JPMS and respond to inquiries. While these communication skills are part of the professional training of enlisted personnel, many career fields do not stress this aspect and the NCOs may not acquire the skills as necessary for participation in data collection.

In the second data collection effort, several civilians without the specific career field and/or military experience successfully fulfilled the proctor position. Keys to their success included understanding of research methods, familiarity with the JPMS, understanding of the Air Force mission, and good interpersonal and communication skills.

Summary. This section has presented many pros and cons on issues related to selection of active duty versus civilian personnel for JPMS data collection roles. Both groups have successfully fulfilled the requirements of the two positions and it is recommended that any future decisions be based on consideration of the specialty being studied in conjunction with the above concerns.

Procedural Matters

Scheduling

1. The length of test site visits can be problematic. In some cases, testing sites with large numbers of first-term incumbents were scheduled for

three-week visits. Team members, however, felt that after two weeks at one location both the team and the host unit suffered a loss of efficiency. Many factors were involved here, including excessive familiarity on the part of the hosts with the test. Also, a host's tolerance with disruptive scheduling eroded and a team's presence began to be regarded as a nuisance. TAs also seemed to experience "burn out" after two weeks without relief from the daily routine of administering the WTPT. Therefore, data collection efforts should be limited to two weeks at any one site, regardless of the incumbent population.

2. Schedules should be planned to ensure that TAs and proctors do not visit their current assignment site during data collection. It is felt that prior familiarity with an incumbent's job performance may influence perceptions of WTPT performance. It was found in early data collection efforts that TAs returning to their home bases for data collection activities were likely to become distracted by work-related issues, which in turn impacted their research duties.

3. Throughout all data collection efforts, problems occasionally arose which required on-site intervention by an AFHRL or contractor researcher. To minimize the need for such unscheduled intervention, a researcher should accompany each data collection team on their first site visit. These visits allow the researcher to make a final evaluation of the team's performance and serve as information sources for events which were not anticipated during the training workshop. In addition, periodic on-site visits should be made as needed to ensure continued adherence to procedure. On-site presence of researchers also reinforces the need for the teams to stay in close contact with the researchers and helps to facilitate good working relationships.

Transportation of Materials

Thorough and explicit instructions must be provided to the test proctors to ensure the understanding of required mailing procedures. Minor problems were experienced related to the mailing of data collection materials and tests. For example, incomplete packages were received at the AFHRL, controlled items were mailed without proper packaging, and data from multiple bases were packaged together. Most of these problems were attributed to individuals not following mailing requirements and/or procedures.

Billeting

Throughout the data collection efforts, various travel discomforts were encountered by active-duty team members. Billeting complaints revolved around three major factors: privacy, comfort, and cleanliness. Minimum standards should be established for billeting to include unshared quarters with sufficient work space and room for storage of test materials. The assurance of acceptable living conditions for the data collection teams is very important. Team members worked long hours for extended periods away from home, and adequate living conditions are the most visible and impressionable factor in the process.

Summary of Lessons Learned and Recommendations

This listing of lessons learned summarize a great deal of effort, planning, and experience with large-scale data collection projects. These should serve to highlight key issues and supplement the data collection process documented by this report. Consideration of these factors can greatly facilitate the success of any data collection project.

V. CONCLUSION

This document has recorded in an historical fashion an ideal, yet realistic, approach for collecting job performance measurement data. The activities described in detail include those required for preparation, procedures followed at each data collection site, and the documentation and organization efforts required for successful completion. A section is also included concerning the lessons learned through the data collection and recommendations for improving future data collection efforts. The materials contained in the appendices enhance the report by providing examples of the measures and support materials referenced in the text.

The procedures outlined here evolved from considerable input and experience, and represent the best approach for collecting the most accurate and complete data on the JPMS. Examination of these issues should help to guide any future research efforts which require large-scale implementation of a data collection plan. Many of the topics addressed are not exclusive to the JPMS and are applicable across a wide variety of research areas and focal populations.

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APPENDIX A: DATA COLLECTION TRIP REPORT PACKAGE

MEMORANDUM FOR RECORD _____ (DATE)

SUBJECT: _____ (AFSC) DATA COLLECTION TRIP REPORT, _____ (BASE)

1. Data Collection General Information:

Dates of Visit: _____

Test Quota: _____ Number Tested: _____

In-Briefing Date: _____ Out-Briefing Date: _____

Person(s) Attending In/Out-Briefings:

RANK/NAME	OFF SYM	POSITION
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Specific Information:

a. Rater Training:

_____

_____

_____

_____

_____

_____

b. Test Session (JKT/AKT/SPT):

c. Walk-Through Performance Test (WTPT):

d. Logistics :

e. Equipment Set-Up:

f. Transportation:

g. Billeting:

h. Other Comments / Recommendations:

_____

_____

_____

_____

_____

_____

_____
(PROCTOR'S SIGNATURE)

_____
(PRINT PROCTOR'S NAME)

7 Atchs
1. Data Collection Trip Summary
2. Test Administrator's Comments/ Recommendations
3. Proctor's Comments/ Recommendations
4. Data Collection Schedule
5. Shadow Scoring Documentation
6. Rater Training Sign-in Sheet
7. Job Knowledge Test Sign-In Sheet

DATA COLLECTION TRIP SUMMARY

AIR FORCE SPECIALTY: _____

BASE: _____ DATES OF VISIT: _____

AUTOVON NR: _____ TELEPHONE NR: (____) _____

PROCTOR:

_____

UES / AFHRL REPRESENTATIVE

_____

TEST ADMINISTRATORS

_____

_____

WTPT INFORMATION

NUMBER OF AIRMEN WTPT: _____

NUMBER OF SHADOW SCORES: _____

RATER TRAINING

NUMBER OF RATER TRNG SESSIONS: ___

NUMBER OF RATER TRNG FORMS: _____

JOB KNOWLEDGE TEST INFO

NUMBER OF AIRMEN TESTED _____

NUMBER OF TEST SESSIONS: _____

KEY PERSONNEL CONTACTED

RANK/NAME: _____

ORGANIZATION: _____

PHONE NUMBER: _____

FUNCTIONAL AREA: _____

OTHER SUPPORT PEOPLE	FUNCTIONAL AREA
_____	_____
_____	_____
_____	_____

TEST ADMINISTRATOR'S COMMENTS / RECOMMENDATIONS

PAGE ___ OF __ PAGES

PROCTOR'S COMMENTS / RECOMMENDATIONS

PAGE ___ OF __ PAGES

DATA COLLECTION SCHEDULE

AFS: BASE: ORGANIZATION: DATES:

NAME/SSAN	WORKCENTER	SUPERVISOR	CO-WORKER	RATER TRAINING	UKT/AKT/S	WTPT	REMARKS

SHADOW SCORING DOCUMENTATION

BASE: _____ DATE: _____

AFS/TEAM: _____ PROCTOR: _____

INCUMBENT: _____ ADMINISTRATOR: _____

SHADOW ADMINISTRATOR: _____

NUMBER TASKS IN DISAGREEMENT: _____ NUMBER STEPS IN DISAGREEMENT: ___

AMOUNT OF TIME OF SHADOW CRITIQUE: _____

PLEASE PROVIDE DOCUMENTATION ON THE SHADOW SCORING OF THE ABOVE INCUMBENT. INCLUDE ANY PROBLEMS WITH SPECIFIC TASKS OR STEPS, PROCEDURAL PROBLEMS, ETC.. ANY TASKS WHERE MORE THAN TWO STEPS WERE IN DISAGREEMENT OR WHERE WHERE THE TEST ADMINISTRATORS ARE TWO OR MORE POINTS APART REQUIRE DISCUSSION AND DOCUMENTATION.

RATER TRAINING SIGN-IN SHEET

UNIT: _____ BASE: _____ DATE: _____

LAST NAME FIRST, MI	RANK	SOCIAL SECURITY NUMBER
1.		
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24.		
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PAGE ___ OF ___ PAGES

JOB KNOWLEDGE TEST SIGN-IN SHEET

UNIT: _____ BASE: _____ DATE: _____

LAST NAME, FIRST, MI	RANK	SOCIAL SECURITY NUMBER
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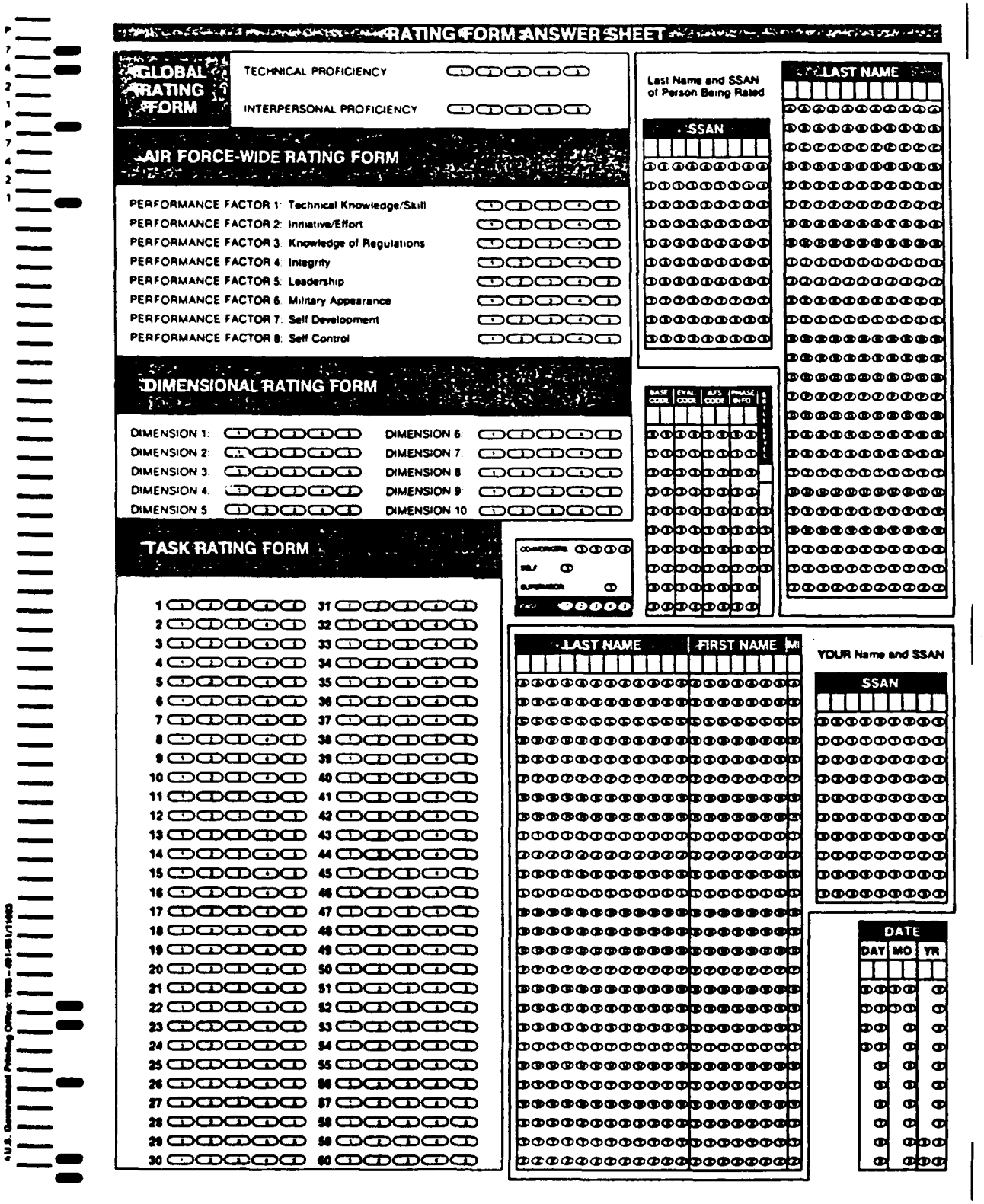
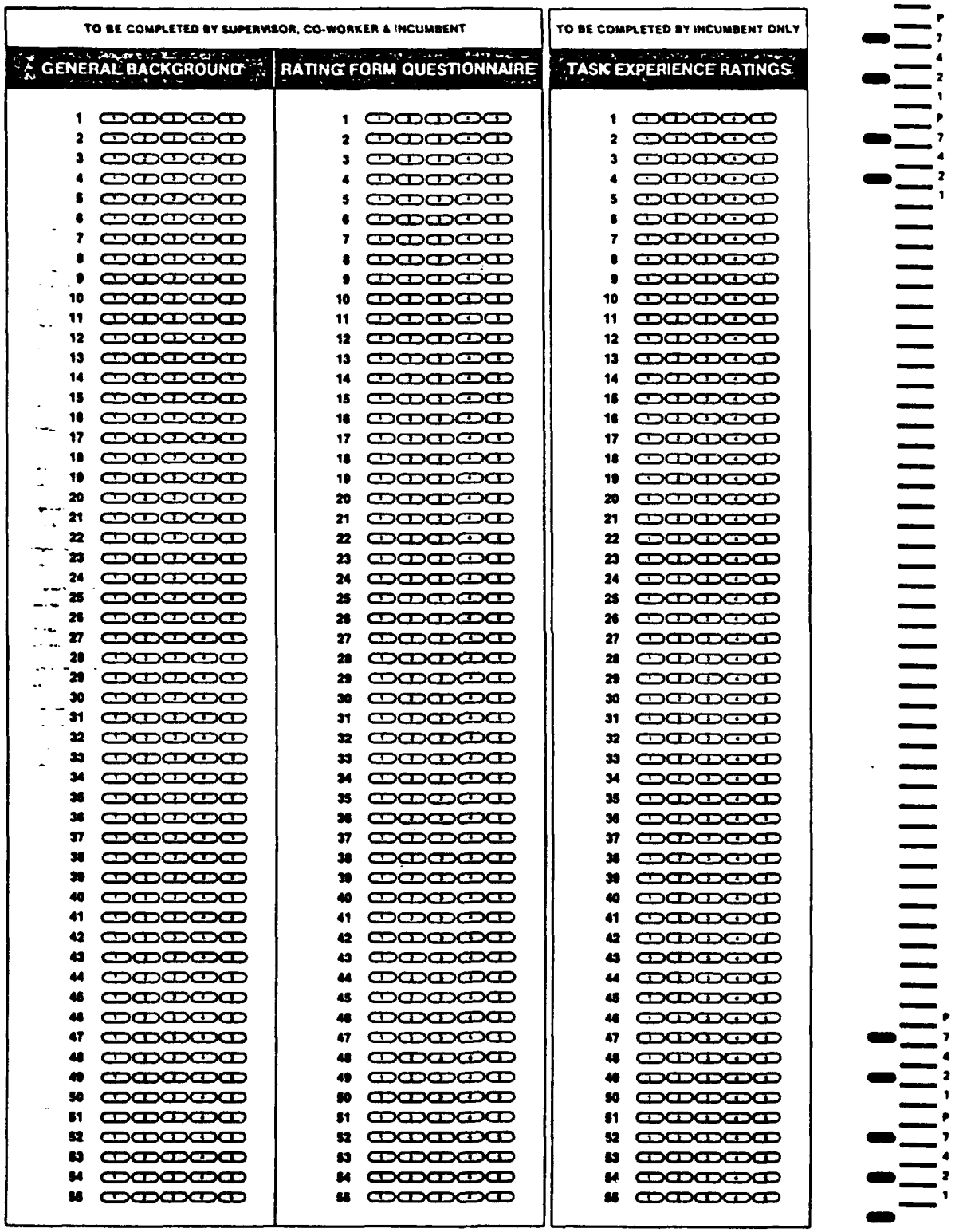
PAGE ___ OF ___ PAGES

APPENDIX B: RATING FORM ANSWER SHEET


RATING FORM ANSWER SHEET
GLOBAL RATING FORM
TECHNICAL PROFICIENCY
INTERPERSONAL PROFICIENCY
AIR FORCE-WIDE RATING FORM
PERFORMANCE FACTOR 1: Technical Knowledge/Skill
PERFORMANCE FACTOR 2: Initiative/Effort
PERFORMANCE FACTOR 3: Knowledge of Regulations
PERFORMANCE FACTOR 4: Integrity
PERFORMANCE FACTOR 5: Leadership
PERFORMANCE FACTOR 6: Military Appearance
PERFORMANCE FACTOR 7: Self Development
PERFORMANCE FACTOR 8: Self Control
DIMENSIONAL RATING FORM
DIMENSION 1:
DIMENSION 2:
DIMENSION 3:
DIMENSION 4:
DIMENSION 5:
DIMENSION 6:
DIMENSION 7:
DIMENSION 8:
DIMENSION 9:
DIMENSION 10:
TASK RATING FORM
Last Name and SSAN of Person Being Rated
SSAN
LAST NAME
BASE CODE
EVAL CODE
AFS CODE
PHASE INFO
LAST NAME
FIRST NAME
MI
YOUR Name and SSAN
SSAN
DATE
DAY
MO
YR

TO BE COMPLETED BY SUPERVISOR, CO-WORKER & INCUMBENT		TO BE COMPLETED BY INCUMBENT ONLY
GENERAL BACKGROUND	RATING FORM QUESTIONNAIRE	TASK EXPERIENCE RATINGS



APPENDIX C: CODE VALUES FOR AIRCREW LIFE SUPPORT SPECIALIST (AFS 122X0)

BASE CODES:

01 = Altus AFB, OK
02 = Andrews AFB, MD
03 = Barksdale AFB, LA
04 = Beale AFB, LA
05 = Bergstrom AFB, TX

06 = Blytheville AFB, AR
07 = Bolling AFB, DC
08 = Cannon AFB, NM
09 = Carswell AFB, TX
10 = Castle AFB, CA

11 = Charleston AFB, SC
12 = Davis-Monthan AFB, AZ
13 = Dover AFB, DE
14 = Dyess AFB, TX
15 = Ellsworth AFB, SD

16 = England AFB, LA
17 = Fairchild AFB, WA
18 = Francis E. Warren AFB, WY
19 = George AFB, CA
20 = Grand Forks AFB, ND

21 = Griffiss AFB, NY
22 = Grisson AFB, IN
23 = Holloman AFB, NM
24 = Homestead AFB, FL
25 = Hurlburt Field, FL

26 = Kirtland AFB, NM
27 = K. I. Sawyer AFB, MI
28 = Langley AFB, VA
29 = Little Rock AFB, AR

30 = Loring AFB, ME
31 = Luke AFB, AZ
32 = MacDill AFB, Fl
33 = Malstrom AFB, MT
34 = March AFB, CA

35 = McChord AFB, WA
36 = McConnell AFB, KS
37 = McGuire AFB, NJ
38 = Minot AFB, ND
39 = Moody AFB, GA

40 = Mountain Home AFB, ID
41 = Myrtle Beach AFB, SC
42 = Nellis AFB, NV
43 = Norton AFB, CA
44 = Offutt AFB, NE

45 = Pease AFB, NH
46 = Plattsburgh AFB, NY
47 = Pope AFB, NC
48 = Scott AFB, IL
49 = Seymour Johnson AFB, NC

50 = Shaw AFB, SC
51 = Travis AFB, CA
52 = Vandenberg AFB, CA
53 = Whiteman AFB, MO
54 = Wurtsmith AFB, MI

55 = _____
56 = _____
57 = _____
58 = _____

AFS CODE: AFS 122X0, Aircrew Life Support Specialist = 12

PHASE INFO: AFS 122X0, Strategic Air Command (SAC) = 20

AFS 122X0, Military Airlift Command (MAC) = 30

AFS 122X0, Tactical Airlift Command (TAC) = 40

EVALUATOR CODE:

Proctor - TSgt Fredrick Robinson (SAC) = 20
Proctor - _____ (SAC) = 21
Test Administrator - SSgt Mario Almestica (SAC) = 22
Test Administrator - Sgt Robin Mitchell (SAC) = 23
Test Administrator - _____ (SAC) = 24

Proctor - TSgt Rick Wolgamott (SAC) = 25
Proctor - _____ (SAC) = 26
Test Administrator - SSgt Gary Weir (SAC) = 27
Test Administrator - Sgt Christina Anderson (SAC) = 28
Test Administrator - _____ (SAC) = 29

Proctor - MSgt Stanley Johnson (MAC) = 30
Proctor - _____ (MAC) = 31
Test Administrator - SSgt Alan Scruchfield (MAC) = 32
Test Administrator - SSgt Richard Wilson (MAC) = 33
Test Administrator - _____ (MAC) = 34

Proctor - SSgt Steven Skaggs (MAC) = 35
Proctor - _____ (MAC) = 36
Test Administrator - SSgt Ronald Price (MAC) = 37
Test Administrator - SSgt Russell Smith (MAC) = 38
Test Administrator - _____ (MAC) = 39

Proctor - MSgt Jefferey Crouch (TAC) = 40
Proctor - _____ (TAC) = 41
Test Administrator - TSgt Andrew Graves (TAC) = 42
Test Administrator - _____ (TAC) = 43
Test Administrator - _____ (TAC) = 44

Proctor - MSgt William Lipscomb (TAC) = 45
Proctor - _____ (TAC) = 46
Test Administrator - SSgt Curtis Heinrichs (TAC) = 47
Test Administrator - _____ (TAC) = 48
Test Administrator - _____ (TAC) = 49

APPENDIX D: BRIEFING AND RATER TRAINING TEXT AND SLIDES

RATER TRAINING INTRODUCTORY BRIEFING

NOTE: THE RATER TRAINING SESSION WILL TAKE 2 - 4 HOURS. GIVE THE RATERS AT LEAST ONE BREAK DURING THIS TIME, OR WHENEVER YOU FEEL IT IS APPROPRIATE. ALSO, BEFORE YOU BEGIN THE BRIEFING, ASK THE RATERS TO PLEASE SIGN THEIR NAMES ON THE SIGN-IN SHEET TO GIVE YOU A RECORD OF WHO HAS ATTENDED A RATER TRAINING SESSION.

SHOW SLIDE #1 - JPMP

Good morning/afternoon. I'm _____ from _____ and I am representing the Air Force Human Resources Laboratory at Brooks AFB. You may already know that we are here as part of the Air Force's research on job performance measurement. I would like to take a few minutes to give you some information on the project and to tell you what we will be doing during our visit, and how you will be involved. After my briefing, we will spend some time going through a rater training program. Following the training you will be asked to complete a set of rating forms on either yourself, your co-workers, or your subordinates.

> [NOTE: Introduce the test administrators, AFHRL researchers, and/or UES representative attending the briefing/training.]

SHOW SLIDE #2 - OVERVIEW

First, I would like to discuss some reasons why we are conducting this project. The work we have done over the past year in this career field involves the development of several ways to measure an individual's ability to perform on the job. I'll then discuss our plans to collect job performance information while we're here and the payoffs of this work for the Air Force.

SHOW SLIDE #3 - OBJECTIVES

We are conducting this research project for several reasons. First, Congress has asked the Services to reexamine the way people are selected and assigned to specialties, and how they are performing on the job. The Air Force is also interested in using job performance information to know who to train and what type of training to give.

After this and several other research projects are completed, the information will be reviewed and analyzed. The primary objectives of our efforts are to gather information to help evaluate: (1) training programs and (2) selection and classification procedures.

SHOW SLIDE #4 - JOB PERFORMANCE MEASUREMENT SYSTEM

The performance measurement system that has been developed for this specialty consists of four main parts: (1) Walk-Through Performance Testing, (2) rating forms, (3) a background/ experience questionnaire, and (4) job knowledge tests.

Walk-through performance testing consists of two major sections: (1) hands-on performance, and (2) an interview. Hands-on requires airmen to perform tasks they actually do on the job. The interview requires the airmen to explain the steps involved in performing tasks they actually do on the job.

Four different types of rating forms were developed. These rating forms will be completed by the airmen who will be participating in the Walk Through Performance Test, their supervisors, and some of their co-workers. These rating forms are: (1) Task, (2) Dimensional, (3) Global, and (4) Air Force-Wide.

We will also collect information about first-termers' experience with equipment and specific tasks. We will also collect some information on your Air Force background.

Each person participating in the Walk Through Performance Test, will also be asked to take job knowledge tests. The purpose of this test administration is to determine if performance can be accurately measured with a multiple choice test format.

SHOW SLIDE #5 - DATA COLLECTION SCHEDULE

This is what our schedule looks like for your base and other bases involved in data collection.

[NOTE: PROCTOR SHOULD TALK THROUGH THE SCHEDULE, STEP BY STEP.]

SHOW SLIDE #6 - AIR FORCE PAYOFFS

What will this work accomplish? It will improve: (1) the measurement of performance on the job, (2) our system of selecting, classifying, and training individuals, and (3) the bottom line is that this work will ultimately increase mission readiness.

RATER TRAINING PROGRAM
PROCTOR'S GUIDE

SHOW SLIDE #7 - JPMS

I. INTRODUCTION

An important component of the Job Performance Measurement System is a series of rating forms. Before you use any of the rating forms, we are going to talk about each form, its purpose, and how to use each form to effectively rate an individual. We are also going to discuss some ideas that will help you use the rating forms to make the most accurate ratings possible.

Following this training, you will use the rating forms to rate the performance of yourself, your co-workers, or if you are a supervisor, your subordinates. It is essential to the outcome of this project that you be truthful and honest in your ratings. The ratings will not be seen by your co-workers, supervisor, or anyone else connected with your unit. The data collected will be seen only by Air Force Human Resources Laboratory personnel and the private contractor associated with this project. The information you provide will be coded to assure confidentiality and the rating forms will subsequently be destroyed. The ratings will be used for research purposes only and will in no way affect anyone's career. Therefore, please rate each person as accurately as possible.

SHOW OVERHEAD OF LIST OF RATING FORMS (SLIDE #8)

You will complete four types of rating forms on each individual. The Global Rating Form is the most general, requiring ratings of a person's overall technical and interpersonal proficiency. The Dimensional Rating Form asks for ratings on major job areas, while the Task Rating Form requires you to rate a person on specific job tasks. The Air Force-Wide Rating Form is somewhat different because it contains important factors that are common to all Air Force career fields, not just your specialty.

These rating forms will be discussed later in this training.

TURN OFF OVERHEAD PROJECTOR
DISTRIBUTE COPIES OF RATING FORM BOOKLETS.
IDENTIFY WTPT INCUMBENTS AS YOU HAND OUT BOOKS.

II. RATING ERRORS EXERCISE

The first page of your rating form book contains a Privacy Act Statement. Please read this statement as time allows. On page 2 of your rating form book you will find a conversation between several shift supervisors. Some of their comments suggest certain biases they have when making ratings. Try to identify the biases as we read the conversation.

ASK FOR VOLUNTEERS OR SELECT FOUR PEOPLE IN THE GROUP TO ASSUME THE ROLES OF ANDREWS, CULLEN, BAKER, AND DAVIS. HAVE THEM READ THE FOLLOWING CONVERSATION

Andrews: Here we are again at our weekly gripe session.

Baker: Yeah. Seems like we never run out of problems to complain about.

Cullen: I don't know why you people have so many problems on your shift.

Baker: Because we don't have the "cream of the crop" that you have.

Cullen: You've got the same kind of people working for you that I have. Just think about it. All the airmen take tests to identify who has the aptitude for what. Right?

Andrews: Right.

Cullen: OK. So you've got a bunch of people with an aptitude for Life Support. These recruits all receive the same training at tech school to learn to be competent. They all come out of Chanute with the same training. So there shouldn't be anyone on your shift who is more qualified to do the job than someone else. Sure, if you take any one of the 3-levels and compare that person to the average person on the street, he's going to look like a genius. But among his fellow workers, he's just another average guy like all the rest.

Andrews: I disagree. On my shift, I've got a couple of people who are just outstanding. Next to these airmen, the rest of my people are way below average.

Baker: I know what you mean. I received a new airman two weeks ago. You wouldn't believe how badly that person has performed in the short time on the job. I guess I've got a real loser on my hands.

Davis: Let me tell you about the last recruit that came onto my shift. She was fresh out of Chanute. She hadn't been here but a couple of weeks and I gave her a CBO mask to inspect. Well, she did the complete inspection like a pro. The QC guy couldn't find a thing wrong with it. I think I have a super recruit in this person. I

mean, if she can do that, she can do just about anything I assign her to do.

Andrews: You know, Cullen, I've heard how difficult you can be when you rate your airmen. I've heard some of your people complain that no matter how hard they try, you won't give them more than an average rating. They say they feel like they're beating their heads against a brick wall.

Cullen: I have a pretty good idea who you're talking about. If they think it's hard to get a good rating out of me now, just wait until I rate them the next time. They'll find out how hard a brick wall really is.

Andrews: I guess I don't think like you people at all. I try to be a friend to my people. Some of them are away from home for the first time and I don't like to make it any rougher on them than I need to. I try to give my people the benefit of the doubt when I'm rating them. You'd be surprised what you learn about your people if you try to be their friend. For instance, there's a guy on my shift now who reminds me of myself when I was his age. He's from a small town and joined the service to see a little of the world. I can really identify with him.

Davis: Well, I don't know about being buddy-buddy with my people, but I do know that right now everyone in my unit is doing a good job as far as I'm concerned.

Andrews: Why is that?

Davis: Well, I'm up for promotion in a couple of months. And let's face it, the better my people look on their ratings, the better I look as a supervisor. And the better I look, the better my chances are for promotion!

BEGIN THE DISCUSSION. SAY:

This conversation includes many of the common mistakes made in performance ratings. We want to point these out to you and then discuss ways to make more accurate ratings.

The third time Cullen speaks, he talks about how every member of a section has the same training and qualifications. His way of thinking directs him to the incorrect conclusion that everyone is average. He is likely to give only average performance ratings to his subordinates, and will probably not recognize outstanding or even below average performance.

Andrews makes a mistake in the next statement by comparing airmen with each other. The lesson here is to rate each person according to his or her own ability to do the job.

Baker follows by making a judgment that an airman is a real loser, when he's only been in the section a couple of weeks. When you make your ratings, be sure to base them on a number of observations of a person's performance and not just on one incident.

Davis makes the next mistake when he assumes that if an airman can do one task well, she can do everything well. When you make your ratings, try not to make this type of misleading assumption. In other words, just because a person gets a high rating on one task or dimension, that doesn't mean the person will also get high ratings on the other tasks or dimensions. Each task must be considered separately. The same applies for low ratings.

Andrews states that Cullen has a reputation of being an unreasonably tough rater and in the next statement Cullen confirms this fact. Cullen is not basing his ratings on observed behavior. Instead, he is using the low ratings as a way to get revenge on his section. Some people might use high ratings to reward others. Either way is unfair. Once again, the rule here is to base your ratings on observed behavior - behavior that you can see.

In the next statement, Andrews indicates that he is an easy rater. On top of that, Andrews is likely to rate a person higher if that person is somehow similar to himself in background, interests, and so on. Again, base your ratings on observed behavior.

Finally, in the last statement, Davis is assuming that his own worth as a supervisor is enhanced by the favorable ratings he gives his section members. He would not be likely to give low ratings because that would make him look bad as a supervisor. The ratings you give will in no way reflect back on you or those you rate.

In summary, the one most important thing to remember when making your ratings is to focus on behavior you have observed and base the ratings on this behavior.

III. EXPLANATION OF RATING SCALE

TURN ON OVERHEAD PROJECTOR
SHOW OVERHEAD OF PROFICIENCY RATING SCALE (SLIDE #9)

Each rating form you will be completing uses a 5-point scale ranging from 5 high - 1 low. To help you make more accurate ratings, the points on the scale are labeled. You will notice that these labels describe a certain level of proficiency. Proficiency refers to how skilled a person is at performing various tasks on the job, ignoring interpersonal factors(such as, willingness to work and cooperating with others) or situational factors (such as, lack of tools or parts and equipment outages). In other words, proficiency is what the person can do, without taking outside factors into account.

IDENTIFY KEY WORDS OR PHRASES ON SLIDE
TURN OFF OVERHEAD PROJECTOR
ASK:
ARE THERE ANY QUESTIONS REGARDING THE RATING SCALE?

IV. EXPLANATION OF RATING FORMS

These are the rating form booklets you will be using later. They contain four different types of forms, with two or more items within each category. We will briefly look at each form. Please do not mark in these booklets. Now turn to the Global Rating Form on page 12.The first page of each rating form contains an explanation of the form, as well as instructions for its completion. Always read the instruction page before proceeding.

A. GLOBAL RATING FORM

This rating form has only two items. The first item asks for a rating of a person's overall technical proficiency. Technical proficiency refers to how skilled someone is at performing various tasks on the job. Focus on what the person can do and ignore interpersonal or situational factors. The second item asks for a rating of a person's overall social/interpersonal proficiency. Interpersonal proficiency refers to how well someone works with various levels of supervision and how cooperative an individual is on a task requiring team effort. This form utilizes behavioral examples to aid you in making your ratings. Take time to examine the two global rating forms on pages 13 and 14 of the rating form book.

ALLOW TIME FOR EXAMINATION OF FORMS. THEN SAY:

Please turn to the Dimensional Rating Form on page 15.

DIRECT ATTENTION TO INSTRUCTION PAGE AND NOTE THAT
THE INSTRUCTIONS PRECEDE THE FORMS.

B. DIMENSIONAL RATING FORM

The purpose of this rating form is to evaluate a person's level of proficiency on a number of important job areas or dimensions. Remember, proficiency refers to what a person can do, ignoring interpersonal or situational factors. Again, the examples will serve as a guide in determining your ratings.

Note that the dimensions on which you will rate the individual's performance include Administration, Helmets and Oxygen Masks, Survival Equipment, Aircrew Clothing, Chemical Defense Equipment, and Training and Instruction.

Take time now to review the dimensional rating forms on pages 16 through 21 in the rating form book.

ALLOW TIME FOR EXAMINATION OF FORM. THEN SAY:

Please turn to the Task Rating Form on page 22.

CALL ATTENTION TO INSTRUCTION PAGE

C. TASK RATING FORM

The purpose of this rating form is to evaluate performance on a variety of tasks critical to first-term Air Force Aircrew Life Support Specialists. This form contains tasks performed by all Aircrew Life Support Specialists, as well as tasks unique to each Command. Remember, we are concerned with the level of ability to perform these tasks, not interpersonal or situational factors. Please look at the task ratings on page 23-24. It is important that you make your most accurate rating on <u>each</u> task in the list.

ALLOW TIME FOR EXAMINATION OF FORM. THEN SAY:

Please turn to the Air Force-Wide Rating Form on page 25.

CALL ATTENTION TO INSTRUCTION PAGE.

D. AIR FORCE-WIDE RATING FORM

This rating form does not evaluate technical job skill. It rates a person on elements important to overall success in the Air Force. This rating form uses performance rather than proficiency as a basis for rating scale anchors. We will discuss this rating form in more detail later. Please review the forms on pages 26 through 33.

ALLOW TIME FOR EXAMINATION OF FORM. THEN SAY:

Please turn to the General Background Questionnaire on page 34.

E. OTHER QUESTIONNAIRES

You will notice that there are several other questionnaires in each rating form booklet. The <u>General Background Questionnaire</u> on page 34 through page 35 asks for information on you. Please take a moment to review this form.

ALLOW TIME FOR EXAMINATION OF FORM. THEN SAY:

On the first page of this questionnaire there is one area that we are asking you to fill in. We will provide you with a separate copy of this form for you to complete.

The next form is the Rating Form Questionnaire on page 36. This form asks for your feedback on the rating forms. Please take a moment to review this form.

You will notice that there is a note of caution on page 38. The items on page 39 are not rated using the same scale as the previous items on the Rating Form Questionnaire. On page 39, you are asked to give your opinions about the rating forms by rank-ordering them on a 1 to 4 scale, with 1 being the best and 4 being the worst. Use each ranking number only once for each question. Please read the instructions on page 35 carefully before answering items 39-50.

ALLOW TIME FOR EXAMINATION OF FORM. THEN SAY:

The Task Experience Questionnaire on pages 41-42 is to be completed only by those of you who have been selected to participate in the Walk-Through Performance Test and are providing self-ratings. Please take a moment to review this form.

TURN ON OVERHEAD PROJECTOR
SHOW OVERHEAD - COMPLETING THE RATING FORMS (SLIDE #10)

If you have been selected to provide ratings on several co-workers or subordinates, you will only complete these supplemental questionnaires once. You should use the first answer sheet you fill in to complete these questionnaires. If you are rating yourself, use your "self" answer sheet to complete the questionnaires. Are there any questions regarding the rating forms?

V. EXPLANATION OF BEHAVIORAL EXAMPLES

SHOW OVERHEAD OF DIMENSION 1 - ADMINISTRATION (SLIDE #11)
REFER TO THE OVERHEAD AND SAY:

This particular item rates a person's level of proficiency in the area of Administration. Notice that a definition is given first.

POINT TO AND READ DEFINITION

The definition is followed by five levels. For each level, there is a corresponding rating number. This number identifies the rating that corresponds to the level. This is the numerical rating you will use to record onto your answer sheet. A set of behavioral examples is provided for each of the five levels. These examples refer to various levels of performance.

POINT TO EXAMPLES. IDENTIFY KEY WORDS OR PHRASES THAT SUPPORT THE RATING. READ THROUGH EACH EXAMPLE, BEGINNING WITH LEVEL 5.

THEN SAY:

It is important that you read all the examples thoroughly before deciding on a rating. Do not expect a person's behavior to be identical to a given example. The examples are in no way meant to include all possible behaviors. Use the examples only as guidelines for determining a rating.

ASK:

Are there any questions regarding the rating scale?

DISTRIBUTE SAMPLE ANSWER SHEETS AND NO. 2 PENCILS

VI. PRACTICE EXERCISE FOR RATING FORMS

Now you will have the opportunity to practice using two of the rating forms that have been discussed, the Dimensional and Air-Force Wide Rating Forms. The purpose of this exercise is to help you become familiar and comfortable with these rating forms and to address any questions or concerns you might have regarding its use.

SHOW OVERHEAD OF ANSWER SHEET (SLIDE #12)

I have given each of you a sample version of the answer sheets you will be using later. For now, you will only be concerned with the Dimensional section of the answer sheet. Each of the rating forms are equally important but we are highlighting the Dimensional form now as an example.

POINT TO DIMENSIONAL SECTION ON SLIDE.

Now turn to page 6, Exercise I, in your training booklet.

A. EXERCISE I - DIMENSIONAL RATING FORM

We are going to read a story and use the information in it to complete a sample Dimensional Rating Form on SRA Smith. For now, you will only be concerned with Dimensions 1, 2, 4, and 6 of the Dimensional rating form. Turn to page 7 and let's read the story.

READ THE STORY OUT LOUD FOR EVERYONE. AFTER YOU FINISH, PAUSE FOR A MOMENT TO ALLOW THE PEOPLE TO THINK ABOUT THE STORY.

Upon arriving at the shop one morning SRA Smith was asked to make a comprehensive list of parts the shop needed to complete a major modification of a piece of equipment. She required minimal assistance and did a thorough and accurate job of researching part numbers. All the required forms were completed with only minor errors (D1-4).

Later that same day Smith was selected to perform a periodic inspection of an oxygen mask. She was called upon because she had consistently completed these periodic inspections rapidly and accurately without supervision (D2-5). During the comm check she discovered that the microphone was inoperable and made the required repairs.

After Smith finished inspecting the oxygen mask, an aircrew member came in to have a parachute fitted. SRA Smith performed the fitting procedure very clumsily and left several twists in the mainsling. In addition, she forgot to show the excess webbing. Her supervisor had to correct her and told her to be more careful in the future (D4-2).

Before leaving for the day SRA Smith was told that the chem defense training she had scheduled for the following day had been canceled. She decided that rescheduling could wait until the next week. Smith was actually pleased that the training was postponed because she was not as well prepared as she should have been and had been in the past (D6-3).

[NOTE TO PROCTORS: THE UNDERLINED STATEMENTS ARE JUSTIFICATIONS FOR RATINGS. THE PARENTHETICAL NOTATION FOLLOWING EACH STATEMENT REFERS TO THE SPECIFIC DIMENSION/PERFORMANCE FACTOR NUMBER AND ITS APPROPRIATE RATING.]

Now turn to the Dimensional Rating Form on page 15 and complete the first dimension - Administration. When you are all finished we will discuss the first rating as a group. Please read each "Behavioral Example" before deciding upon a rating.

PAUSE AND ALLOW EVERYONE THE OPPORTUNITY TO RESPOND TO THE FIRST DIMENSIONAL RATING. WHEN IT APPEARS THAT THE MAJORITY OF THE PEOPLE HAVE COMPLETED, CONTINUE:

What rating did you give Smith on Dimension number 1: Administration?"

SHOW SLIDE #13

The appropriate rating would be a 4. The paragraph states: She completed all the required forms with only minor errors. Any questions?

TURN OFF OVERHEAD PROJECTOR

Now I want you to rate Smith on Dimensional Rating Forms 2, 4, and 6 on pages 17 through 21. When you are finished, we will discuss the ratings.

PAUSE AND ALLOW EVERYONE TO COMPLETE THE RATINGS FOR DIMENSIONS 2, 4, and 6. YOU MAY WANT TO WALK AROUND THE ROOM AND PROVIDE ASSISTANCE AS NEEDED. WHEN EVERYONE IS ABOUT FINISHED CONTINUE TO DISCUSS THE RATINGS.

"What rating did you give Smith on Dimension number 2: Helmets and Oxygen Masks"

SHOW SLIDE #14

"The appropriate rating would be a 5. The paragraph states: She had consistently completed these periodic inspections rapidly and accurately without supervision. Any questions?

"What rating did you give Smith on Dimension number 4: Aircrew Clothing"

SHOW SLIDE #15

The appropriate rating would be a 2. The paragraph states: SRA Smith performed the procedure clumsily, left several twists in the mainsling, and forgot to show the excess webbing. Her supervisor had to correct her and told her to be more careful. Any questions?

"What rating did you give Smith on Dimension number 6: Training and Instruction"

SHOW SLIDE #16

The appropriate rating would be a 3. The paragraph states: Smith was actually pleased that the training was postponed because she was not as well prepared as she should have been and had been in the past.

B. EXERCISE II - AIR FORCE-WIDE RATING FORM

SHOW OVERHEAD OF PERFORMANCE BASE RATING SCALE (SLIDE #17)

Now we will discuss the Air Force-Wide Rating Form. Since the Air Force-Wide Form is not technical in its orientation, the scale on this form refers to various levels of <u>performance</u> rather than levels of proficiency. The rating form will examine not only technical ability, but also other factors that contribute to a personnel specialist's performance on the job. Performance refers to how a person actually <u>does</u> on the job, as opposed to what he <u>can</u> do. Each rating form uses a 5-point scale ranging from 5 high - 1 low. To help you make more accurate ratings, the points on the scale are labeled. You will notice that these labels describe a certain level of performance.

SHOW OVERHEAD OF PERFORMANCE FACTOR 5: LEADERSHIP (SLIDE #18)

This particular item rates a person's level of performance in the area of Leadership. Notice that a definition is given first.

POINT TO DEFINITION

The definition is followed by five levels. For each level, there is a corresponding rating number. This number identifies the rating that corresponds to the level. This is the numerical rating you will use to record onto your answer sheet. A set of behavioral examples is provided for each of the 5 levels. These examples refer to various levels of performance.

POINT TO EXAMPLES. IDENTIFY KEY WORDS OR PHRASES THAT SUPPORT THE RATING. READ THROUGH EACH EXAMPLE, BEGINNING WITH LEVEL 5.

THEN SAY:

It is important that you read all the examples thoroughly before deciding on a rating. Do not expect a person's behavior to be identical to a given example. The examples are in no way meant to include all possible behaviors. Use the examples only as guidelines for determining a rating.

ASK:

Are there any questions regarding the rating scale?

TURN OVERHEAD PROJECTOR OFF

Now you will have the opportunity to practice using the Air Force Wide rating form that has been discussed. The purpose of this exercise is to help you become familiar and comfortable with this rating form and to address any questions or concerns you might have regarding its use. During this exercise you will again use the sample answer sheet, but this time you will focus on the Air-Force Wide section.

HOLD UP AN ANSWER SHEET AND POINT OUT THIS SECTION

Now turn to page 8, Exercise II, in your training booklet.Read the story and use the information in it to rate Jones on Air Force Wide Performance factors 1, 2, 3, and 7 on pages 26 - 32 of your book. When you are all finished we will discuss the ratings as a group. Please read each "Behavioral Example" before deciding upon a rating.

PROVIDE ENOUGH TIME FOR EVERYONE TO READ THE FOLLOWING STORY

SRA Jones has his 5-skill level rating and has been performing the duties of a trainer since shortly after attaining this rating. His supervisors have often remarked on his exceptional abilities to the extent that they are comfortable in allowing him to work virtually unsupervised (PF1-4). He is one of their strongest team members, generally showing sound judgment under pressure and quickly becoming a role model for some of the less experienced members of the shop (PF5-5). On one occasion, a major unplanned exercise was announced. Although Jones was scheduled to go on leave during this time, he volunteered to remain to offer any support and/or fill in if necessary (PF2-5). Another time he discovered that a torque wrench had

disappeared from the shop. Being a truthful person, Jones informed his supervisor and volunteered to investigate the disappearance and to stay until the wrench was found (PF4-4).

This type of performance has lead his supervisors to encourage him to put more effort into studying his CDC materials so that he can attain his 7-skill level. Though it's apparent that he could complete the course rapidly, he has chosen not to push himself and simply wants to complete the course requirements in the prescribed time (PF7-3).

SRA Jones has been placed on a 6-month weight control program in which he must lose 20 pounds (PF6-2). He claims that he eats to release the tension from the job, and will occasionally go out with others for a few beers after work on a particularly tough day (PF3-8). He hates the weight control program and only participates because he is under orders to do so. Due to this attitude, he has failed to present himself for periodic weigh-ins (PF3-2).

WHEN IT APPEARS THAT THE MAJORITY OF THE PEOPLE HAVE COMPLETED, CONTINUE

There are key statements in this story that indicate the rating that Jones should receive on each performance factor of the Air Force-Wide Rating Form.

What did you give Jones on Performance Factor 1: Technical Knowledge/Skill?

ALLOW TIME FOR MEMBERS IN THE GROUP TO ANSWER.
TURN ON OVERHEAD PROJECTOR
SHOW SLIDE #19

The appropriate rating would be a 4 on this factor because the first paragraph states that Jones was allowed to work virtually unsupervised. That statement corresponds to the behavioral example of level 4. Any questions?

What rating did you give Jones on Performance Factor 2: Initiative/Effort?

SHOW SLIDE #20

The appropriate rating would be a 5. The second paragraph states: He volunteered to remain in order to offer any support and/or fill in if necessary. Any questions?

"What rating did you give Jones on Performance Factor 3: Knowledge of and Adherence to Regulations/Orders?"

SHOW SLIDE #21

The appropriate rating would be a 2. The fourth paragraph states: He has failed to present himself for periodic weigh-ins. Any questions?

What rating did you give Jones on Performance Factor 7: Self-Development?

SHOW SLIDE #22

The appropriate rating would be a 3. The third paragraph states: He has chosen not to push himself and simply wants to complete the course requirements in the prescribed time.

VII. TIPS ON MAKING ACCURATE RATINGS

A. GENERAL INFORMATION

The most important thing to remember when making your ratings is to focus your attention only on the person you are rating and only on the person's ability to perform. Avoid comparing the person with co-workers you've rated previously or those you will be evaluating later. Remember that even though you and the people you rate are similar because you are all Aircrew Life Support Specialists, each person has a unique set of strengths and weaknesses. Also, be aware that poor or outstanding performance in one area does not dictate the quality of performance in other areas. Rate the person according to the individual's ability to perform on the job and focus on behavior that you can see. If you encounter a task you haven't seen the person perform, base your rating on the behavior you have observed and give your best estimate of the person's ability on that task. We are also collecting task experience information and we will be able to tell which tasks are seldom or never performed by the individual. Finally, do not be afraid to use the entire range of the scale when appropriate. Your honesty will serve to ensure the accuracy of your ratings. Are there any questions?

PROCTOR SCRIPT FOR RATING FORM ANSWER SHEET INSTRUCTION

NOTE: HAND OUT RATING FORM ANSWER SHEETS. CALL EACH RATER TO THE FRONT AND GIVE THEM THEIR SET OF ANSWER SHEETS, EXPLAINING WHO THEY WILL RATE. ALSO PROVIDE THE GENERAL BACKGROUND SHEET FOR ITEMS 1-7.

SHOW OVERHEAD OF ANSWER SHEET (SLIDE #23)

Before you begin filling out the rating forms, I'd like to take a few minutes to explain the answer sheet to you. Please look at side one of the Rating Form Answer Sheet. On the left hand side of the answer sheet are four blocks where you will record your ratings. Starting at the top of the answer sheet is the Global Rating Form. Record your responses to the two items on the Global Rating Form here. Below the Global Rating Form is the Air-Force Wide Rating Form. Record your responses to the eight items on the Air-Force Wide Rating Form here. Next is the Dimensional Rating Form. This specialty has 6 dimensions, so on the answer sheet you will only use Dimensions 1 through 6. Leave the others blank. Below the Dimensional Rating Form is the Task Rating Form. You will not use all 60 items in the Task Rating Form Area on the Answer Sheet. Each functional area has 28 items for the Task Rating Form, so you will only use those numbers that are necessary on the Rating Form Answer Sheet.

Be careful as you proceed from one set of rating forms to the next on the answer sheet. The forms are not in the same order on the answer sheet as they appear in your rating form book. For example, the Air Force-Wide Rating Form is second on the answer sheet but fourth in your rating form book. Be sure to find the correct section on the answer sheet before you begin to complete a group of rating forms. Please follow the order of forms that you find in the books.

On the right-hand side of the Answer Sheet is the area for biographical data. As you can see, we've filled in some of the information for you. For example, at the top of the page, in the area labeled "Last Name and SSAN of Person Being Rated," we printed the Last Name and Social Security Number of the person you will be rating. It is this person (either yourself, a co-worker, or your subordinate) that this sheet of ratings will be based on.

Looking over the lower portion of the same page, you will notice several other information blocks. There is an area labeled "Base Code, Eval. Code, AFS Code, Phase Info., and Skill Level." We have already completed all but the skill level. Please enter <u>your</u> skill level in the appropriate blank and blacken the corresponding oval.

Below that area is a data field with the title "Your Name and SSAN. "As you can see, we printed your Name and Social Security Number in the blocks. Please check this information to make sure it is correct. If we've misspelled your name, erase the mistake and enter the correct spelling. Do the same thing for your social security number. Once you've corrected any mistakes, go ahead and blacken the ovals that correspond to the printed letters in your name, or the printed numbers of your social security number.

Below and to the right of the area labeled "Your Name and SSAN," is a block for the date. Today's date is already in the appropriate blocks.

Please turn the answer sheet over. On side two, we've provided space for you to record responses to the questionnaires that you will complete once you've finished responding to the rating forms. The first two questionnaires -- The General Background Questionnaire and the Rating Form Questionnaire are completed by everyone. If you are rating more than one person, you will only complete these questionnaires once. One thing I need to mention regarding the General Background Questionnaire is that you will not record all your responses to this questionnaire on the Rating Form Answer Sheet. Page 1 of the General Background Questionnaire asks very specific questions that cannot be answered by using the 5-point scale on the answer sheet. Because of this, you need to write your responses to questions 1 through 7 on the pull-out sheet of the questionnaire itself. Be sure that your name and SSAN is on that sheet. Then, beginning with question 8, you will record your responses on the Rating Form Answer Sheet. Leave items 1 through 7 on the Rating Form Answer Sheet blank. Are there any questions about this?

NOTE: ANSWER ANY QUESTIONS THE RATERS HAVE

If you find that you have questions when you get to the General Background Questionnaire, please raise your hand and I'll be glad to help you.

Answers to all items on the Rating Form Questionnaire can be recorded on the answer sheet. When recording your responses, make sure you match the question number in the booklet to the correct number on the answer sheet.

To the right of the Rating Form Questionnaire is the Task Experience Ratings data field. This information block should be completed ONLY by those of you who are rating yourselves using the rating forms. That is why the instructions above the title "Task Experience Ratings," read "To Be Filled Out By Incumbent Only." The term "incumbent" refers to the first-termers that will be going through the Walk Through Performance Test. Those of you who will be doing the Walk Through, please complete this section on your "Self" rating form.

I have a few closing remarks to make before you begin filling out your rating forms. First, please use the number 2 pencils that I have handed out to mark the Rating Form Answer Sheet. In addition, be sure that all your answer marks are heavy and that you blacken the oval shaped space only. Erase all changes completely, being careful not to tear the answer sheet. If you do tear the answer sheet, please let me know and I'll give you a new answer sheet to fill out. Make sure that you erase all stray pencil marks that you might make when filling out the answer sheet. Stray marks will confuse our optical scanner and jeopardize the scanning of the answer sheet. Make sure to mark only one answer to each question on the answer sheet. Be sure to mark your answers carefully so that you enter your response in the appropriate space on the answer sheet. Do not staple, fold, or otherwise damage the answer sheet.

When you finish filling out your answer sheet, please look it over carefully to make sure you have not left anything out. Once you are satisfied that all your answer sheets are complete, please give both the Answer Sheets and your Rating Form Booklet to me.

Remember, if you have ANY questions about the answer sheet or how to fill it out, please ask me.

SHOW SLIDE #24 - RATING FORM CHECKLIST

VIII. CONCLUSION

Now that you have become familiar with the rating forms and answer sheet and have practiced making ratings, you are ready to begin using the forms to rate your performance or the performance of your co-workers or subordinates. Try to make the most accurate ratings possible, keeping in mind the tips that were discussed during this training session. Remember that the information collected on the rating forms will be used for research purposes only. It will not go into anyone's records or be seen by persons other than research personnel. Please read all instructions carefully. Start with the General Instructions on page 11 and then go on to the Global Rating Form on page 12.

Also, please feel free to ask me questions. Just raise your hand and I'll stop by.

NOTE TO PROCTORS: ONCE THE SUBJECTS BEGIN FILLING OUT THE RATING FORMS, BE ATTENTIVE. SOMETIMES PEOPLE WILL NOT ASK A QUESTION THEY THINK IS "STUPID." IF YOU SEE ANY CONFUSED EXPRESSIONS, DON'T WAIT FOR THAT PERSON TO ASK A QUESTION, GO AND ASK THEM IF THEY NEED HELP. WHEN SUBJECTS FINISH FILLING OUT AN ANSWER SHEET AND HAND IT TO YOU, HAVE THEM WAIT WHILE YOU CHECK IT. ONCE YOU ARE SURE THEY HAVE NOT LEFT OUT ANY INFORMATION, THANK THEM FOR THEIR TIME AND DISMISS THEM.

RATING FORM CHECKLIST

Side One:

(1) Blacken the appropriate ovals in the area labeled "Last Name and SSAN of Person Being Rated."

(2) Blacken the appropriate ovals in the area labeled "Base Code, Eval. Code, AFS Code, Phase Info, and Skill Level." Print your current skill level in the "Skill Level" column, and blacken the corresponding oval.

(3) Blacken the appropriate ovals in the area "Your Name and SSAN" after checking for, and correcting mistakes.

(4) Print today's date in the blocks below the title, "Date." Blacken the corresponding ovals.

(5) Complete the Global Rating Form. (2 items)

(6) Complete the Air Force-Wide Rating Form. (8 performance factors)

(7) Complete the Dimensional Rating Form. (Dimensions 1-6 only)

(8) Complete the Task Rating Form.

Side Two:

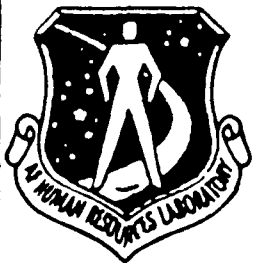
(9) Complete these questionnaires only one time. Complete the General Background Questionnaire. Write your responses to Questions 1-7 on the pull-out sheet. Record your responses to Questions 8-23 on the Rating Form Answer Sheet, starting with number 8.

(10) Complete the Rating Form Questionnaire.

(11) Task Experience Ratings - TO BE COMPLETED ONLY BY PERSONS WHO HAVE BEEN RATING THEMSELVES

- if you do not know if you should complete this questionnaire - ASK.

(12) Check your answer sheet before handing it in to make sure you have completed it properly.



JOB PERFORMANCE MEASUREMENT SYSTEM

LIFE SUPPORT SPECIALIST

AFSC: 122X0

Slide #1

OVERVIEW

- ✓ BACKGROUND
- ✓ JOB PERFORMANCE MEASUREMENT SYSTEM
- ✓ DATA COLLECTION PLAN
- ✓ AIR FORCE PAYOFFS

Slide #2

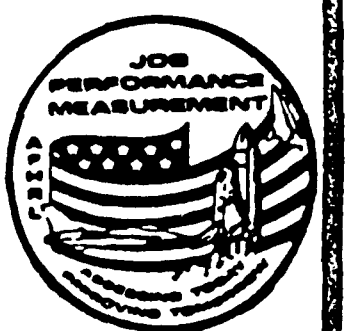
OBJECTIVE

- ✓ DEVELOP A PERFORMANCE TECHNOLOGY
- ✓ TO EVALUATE TRAINING
- ✓ TO ASSIST IN SETTING ENLISTMENT STANDARDS

Slide #3

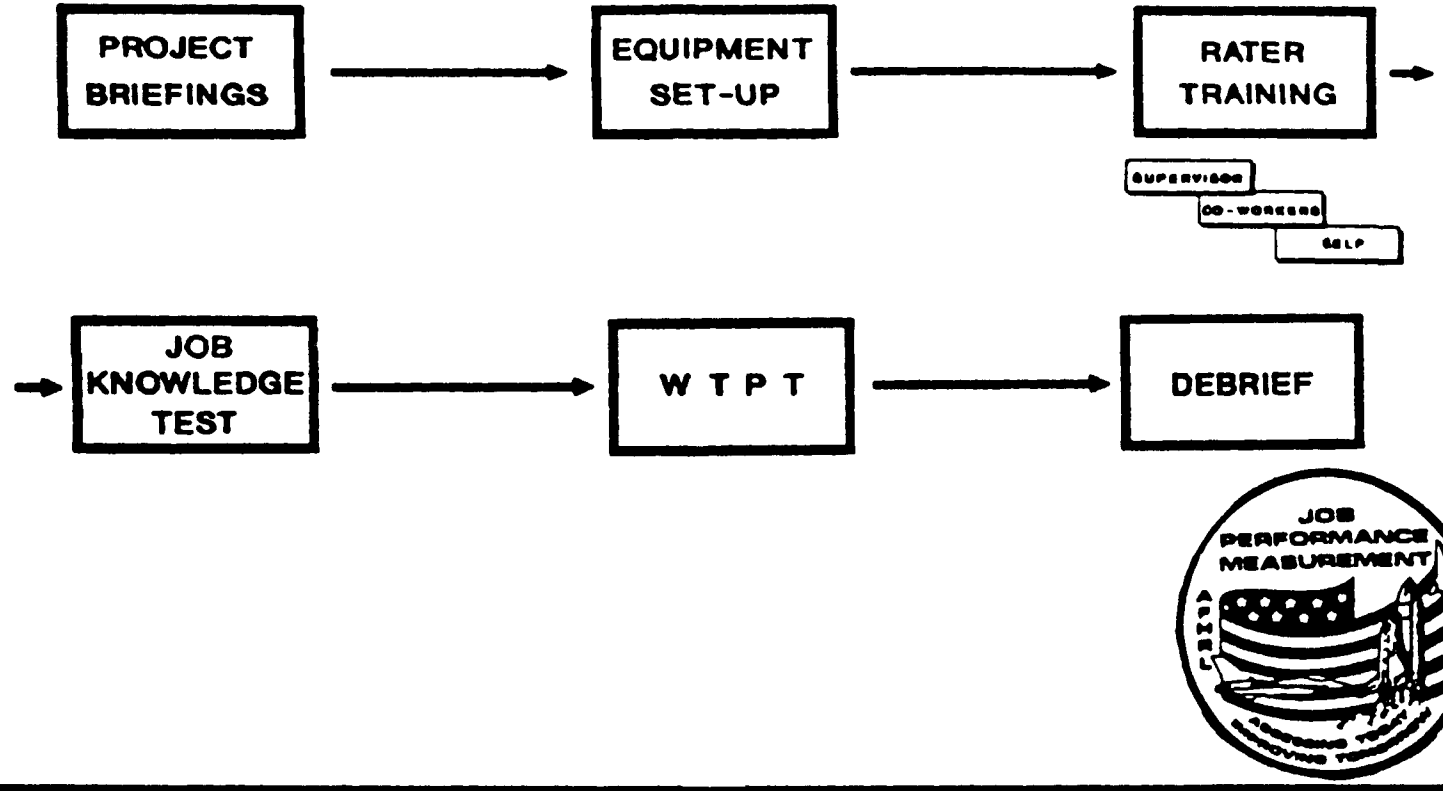
JOB PERFORMANCE MEASUREMENT

- ✓ WALK THROUGH PERFORMANCE TEST (WTPT)
- ✓ RATING FORMS ADMINISTRATION
- ✓ RELATED QUESTIONAIRES
- ✓ JOB KNOWLEDGE TESTING



Slide #4

DATA COLLECTION SCHEDULE



Slide #5

AIR FORCE PAYOFFS

- ✓ IMPROVE PERFORMANCE MEASUREMENT SYSTEM
- ✓ IMPROVE SELECTION, CLASSIFICATION, AND TRAINING
- ✓ IMPROVE MISSION READINESS

Slide #6

JOB PERFORMANCE MEASUREMENT

SYSTEM

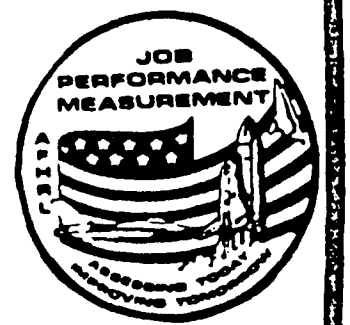
LIFE SUPPORT SPECIALIST

AFSC: 122X0

Slide #7

RATING FORMS

- ✓ GLOBAL RATING FORM
- ✓ DIMENSIONAL RATING FORM
- ✓ AIR FORCE-WIDE RATING FORM
- ✓ TASK EXPERIENCE RATING FORM



Slide #8

RATING SCALE
PROFICIENCY BASE

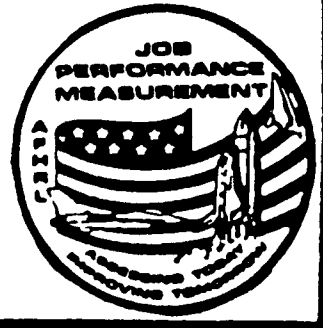
5 - ALWAYS EXCEEDS ACCEPTABLE LEVEL OF PROFICIENCY

4 - FREQUENTLY EXCEEDS ACCEPTABLE LEVEL OF PROFICIENCY

3 - MEETS ACCEPTABLE LEVEL OF PROFICIENCY

2 - OCCASIONALLY MEETS ACCEPTABLE LEVEL OF PROFICIENCY

1 - NEVER MEETS ACCEPTABLE LEVEL OF PROFICIENCY



Slide #9

COMPLETING THE ANSWER SHEET

SUPERVISOR / CO-WORKER

GLOBAL RATING

AIR FORCE-WIDE RATING

DIMENSIONAL RATING

TASK RATING

GENERAL BACKGROUND QUESTIONAIRE
(COMPLETE ONLY 1 TIME)

RATING FORM QUESTIONAIRE
(COMPLETE ONLY 1 TIME)

SELF

COMPLETE ALL SECTIONS

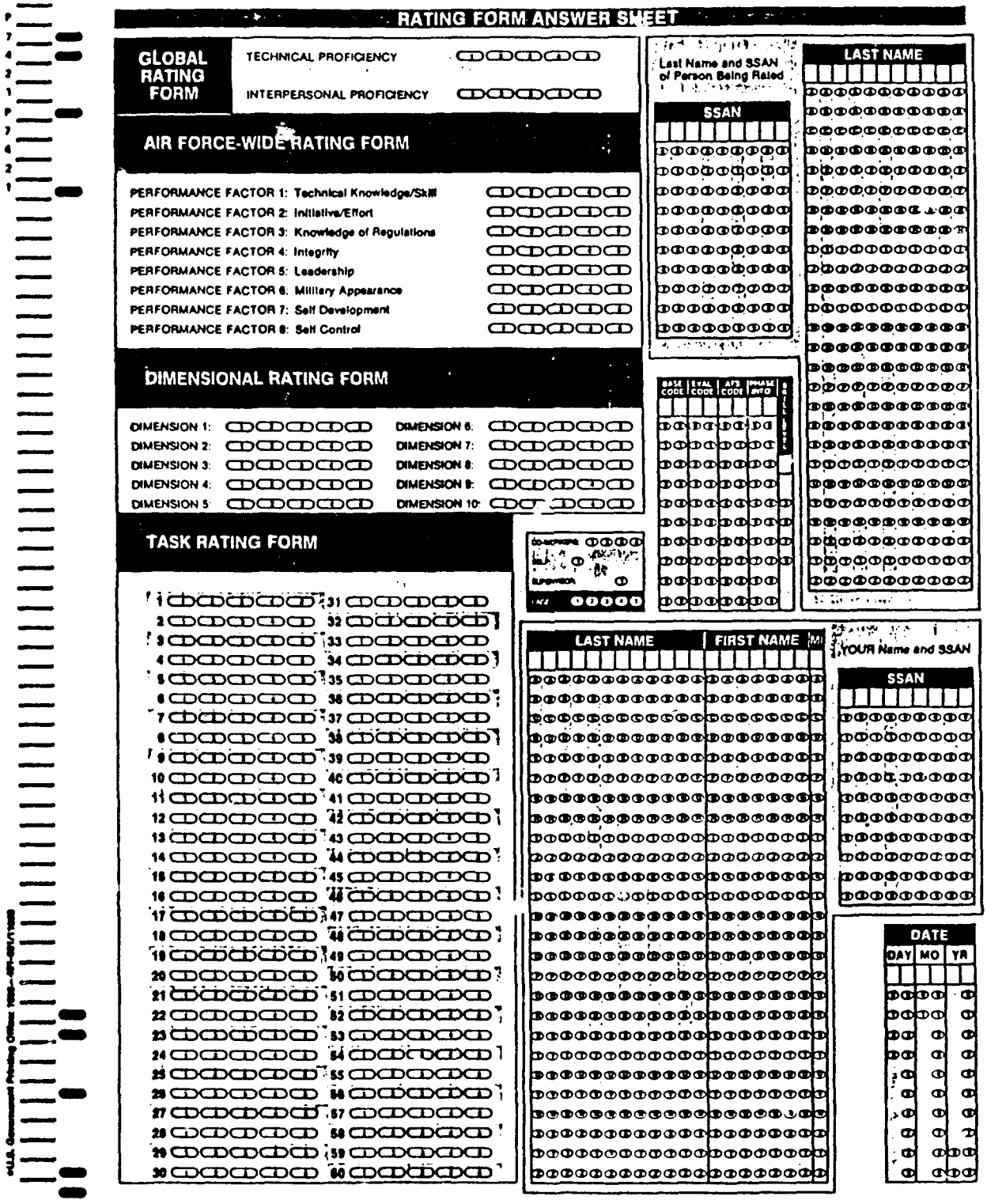
Slide #10

Dimension 1: Administration

The accurate preparation and maintenance of facility operating forms, publications, records, charts, etc. Scheduling, supplying, and coordinating with other agencies. Examples: Direct issuance of equipment; schedule maintenance or repair of life support equipment.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently performs all administrative tasks accurately, completely, and legibly; rarely needs to be directed, consistently displays initiative; consistently completes tasks in a timely manner.
Frequently exceeds acceptable level of proficiency	4	Usually performs all administrative tasks accurately, completely, and legibly; seldom needs to be directed; usually displays initiative; usually completes tasks in a timely manner.
Meets acceptable level of proficiency	3	Performs all administrative tasks acceptably; sometimes needs to be directed; sometimes displays initiative; completes tasks in a timely manner.
Occasionally meets acceptable level of proficiency	2	Occasionally performs administrative tasks acceptably; usually needs to be directed; seldom displays initiative; seldom completes tasks in a timely manner.
Never meets acceptable level of proficiency	1	Rarely performs administrative tasks acceptably; consistently needs to be directed; rarely displays initiative; rarely completes tasks in a timely manner.

Slide #11


RATING FORM ANSWER SHEET
GLOBAL RATING FORM
TECHNICAL PROFICIENCY
INTERPERSONAL PROFICIENCY
AIR FORCE-WIDE RATING FORM
PERFORMANCE FACTOR 1: Technical Knowledge/Skill
PERFORMANCE FACTOR 2: Initiative/Effort
PERFORMANCE FACTOR 3: Knowledge of Regulations
PERFORMANCE FACTOR 4: Integrity
PERFORMANCE FACTOR 5: Leadership
PERFORMANCE FACTOR 6: Military Appearance
PERFORMANCE FACTOR 7: Self Development
PERFORMANCE FACTOR 8: Self Control
DIMENSIONAL RATING FORM
DIMENSION 1:
DIMENSION 2:
DIMENSION 3:
DIMENSION 4:
DIMENSION 5:
DIMENSION 6:
DIMENSION 7:
DIMENSION 8:
DIMENSION 9:
DIMENSION 10:
TASK RATING FORM
Last Name and SSAN of Person Being Rated
SSAN
LAST NAME
BASE CODE
LEVEL CODE
AFS CODE
PHASE INTO
LAST NAME
FIRST NAME
MI
YOUR Name and SSAN
SSAN
DATE
DAY
MO
YR

Slide #12

Dimension 1: Administration

The accurate preparation and maintenance of facility operating forms, publications, records, charts, etc. Scheduling, supplying, and coordinating with other agencies. Examples: Direct issuance of equipment; schedule maintenance or repair of life support equipment.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently performs all administrative tasks accurately, completely, and legibly; rarely needs to be directed, consistently displays initiative; consistently completes tasks in a timely manner.
Frequently exceeds acceptable level of proficiency	(4)	Usually performs all administrative tasks accurately, completely, and legibly; seldom needs to be directed; usually displays initiative; usually completes tasks in a timely manner.
Meets acceptable level of proficiency	3	Performs all administrative tasks acceptably; sometimes needs to be directed; sometimes displays initiative; completes tasks in a timely manner.
Occasionally meets acceptable level of proficiency	2	Occasionally performs administrative tasks acceptably; usually needs to be directed; seldom displays initiative; seldom completes tasks in a timely manner.
Never meets acceptable level of proficiency	1	Rarely performs administrative tasks acceptably; consistently needs to be directed; rarely displays initiative; rarely completes tasks in a timely manner.

Slide #13

Dimension 2. Helmets and Oxygen Masks

The pouring and fabrication of helmet liners and the sizing and fitting of helmets and oxygen masks. Inspecting, assembling, cleaning and trouble-shooting. Examples: Perform helmet periodic inspections; adjust oxygen masks.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	(5)	Always inspects and performs required maintenance on the equipment acceptably; able to troubleshoot without supervision; consistently identifies all equipment malfunctions; able to use innovative techniques to improve on established procedures.
Frequently exceeds acceptable level of proficiency	4	Usually inspects and performs required maintenance on the equipment acceptably; able to troubleshoot with minimum supervision; frequently identifies equipment malfunctions; sometimes uses innovative techniques to improve on established procedures.
Meets acceptable level of proficiency	3	Sometimes inspects and performs required maintenance on the equipment acceptably; sometimes needs supervision when trouble-shooting; sometimes identifies equipment malfunctions; seldom uses innovative techniques to improve on established procedures.
Occasionally meets acceptable level of proficiency	2	Occasionally inspects and performs required maintenance on the equipment acceptably; usually needs supervision when troubleshooting; occasionally identifies equipment malfunctions; rarely uses innovative techniques to improve on established procedures.
Never meets acceptable level of proficiency	1	Rarely inspects and performs required maintenance on the equipment acceptably; is unable to trouble-shoot without supervision; rarely identifies equipment malfunctions; is unable to use innovative techniques to improve on established procedures.

Slide #14

Dimension 4: Aircrew Clothing

The sizing, fitting, and inspection of aircrew clothing. Cleaning and repairing aircrew clothing. Examples: Perform anti-G suit periodic inspections; coordinate alterations on aircrew clothing with other facilities.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently is able to size and fit aircrew members without the need for future fittings; is able to inspect and repair aircrew aircrew clothing with no supervision; consistently suggests new techniques for modifying aircrew clothing and storing equipment.
Frequently exceeds acceptable level of proficiency	4	Usually is able to size and fit aircrew members without the need for future fittings; is able to inspect and repair aircrew clothing with little supervision; frequently suggests new techniques for modifying aircrew clothing and storing equipment.
Meets acceptable level of proficiency	3	Sometimes is able to size and fit aircrew members without the need for future fittings; needs some supervision while inspecting and repairing aircrew clothing; sometimes suggests new techniques for modifying aircrew clothing and storing equipment.
Occasionally meets acceptable level of proficiency	(2)	Rarely is able to size and fit aircrew members without the need for future fittings; usually needs supervision while inspecting and repairing aircrew clothing; rarely suggests new techniques for modifying aircrew clothing and storing equipment.
Never meets acceptable level of proficiency	1	Is unable to size and fit aircrew members without the need for future fittings; always needs supervision while inspecting and repairing aircrew clothing; never suggests new techniques for modifying aircrew clothing and storing equipment.

Slide #15

Dimension 6: Training and Instruction

The demonstration and instruction of life support equipment functions and uses. Scheduling, instructing, demonstrating, and briefing. Examples: Construct training aids; brief parachute safety.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently performs all aspects of training effectively; always instructs and briefs in a thoroughly professional manner; schedules and conducts training with no supervision.
Frequently exceeds acceptable level of proficiency	4	Usually performs all aspects of training effectively; usually instructs and briefs in a professional manner; schedules and conducts training with little supervision.
Meets acceptable level of proficiency	(3)	Usually performs some aspects of training effectively; sometimes instructs and briefs in a professional manner; occasionally needs some supervision to schedule and conduct training.
Occasionally meets acceptable level of proficiency	2	Occasionally performs some aspects of training effectively; seldom instructs and briefs in a professional manner; usually needs some supervision to schedule and conduct training.
Never meets acceptable level of proficiency	1	Rarely performs any aspects of training effectively; never instructs or briefs in a professional manner; always needs supervision to schedule and conduct training.

Slide #16

RATING SCALE
PERFORMANCE BASE

5 - ALWAYS EXCEEDS ACCEPTABLE LEVEL OF PERFORMANCE

4 - FREQUENTLY EXCEEDS ACCEPTABLE LEVEL OF PERFORMANCE

3 - MEETS ACCEPTABLE LEVEL OF PERFORMANCE

2 - OCCASIONALLY MEETS ACCEPTABLE LEVEL OF PERFORMANCE

1 - NEVER MEETS ACCEPTABLE LEVEL OF PERFORMANCE

Slide #17

Performance Factor 5: Leadership

Performing in a leader role, as required, and providing support for fellow unit members.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Performs very effectively when placed in leadership position; takes charge when necessary and fills in effectively for supervisor; is sought out as resource person and serves as role model; always looks out for and supports fellow unit members when they are in trouble, needs encouragement, performing poorly, etc.
Frequently exceeds acceptable level of performance	4	Performs effectively in most leadership situations; usually looks out for and supports fellow unit members when they are in trouble, need encouragement, performing poorly, etc.
Meets acceptable level of performance	3	Performs effectively in structured leadership situations and less well in difficult situations requiring hard judgments, and quick decisions; is supportive of fellow unit members at important times.
Occasionally meets acceptable level of performance	2	Seldom effective in leadership positions; will not go out of way to provide support encouragement, etc., to fellow unit members; reluctant to help others complete their assignments.
Never meets acceptable level of performance	1	Unable to perform in leadership positions; unable to step in and take charge even when necessary; unwilling to provide support, encouragement, etc., to fellow unit members; shows impatience and insensitivity to other unit personnel.

Slide #18

Performance Factor 1: Technical Knowledge/Skill

Displaying job knowledge and skill.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Displays exceptional knowledge/skill to consistently complete assignments and tasks properly; requires little or no supervision; completes tasks in minimum time.
Frequently exceeds acceptable level of performance	(4)	Displays considerable knowledge and skill to complete assignments and tasks properly; performs effectively with little supervision; completes tasks quicker than the average first-term airman.
Meets acceptable level of performance	3	Displays good knowledge/skill in most aspects of the job; able to properly complete the majority of tasks; requires supervision only on difficult tasks and assignments; completes work in the same time as other first-term airmen.
Occasionally meets acceptable level of performance	2	Occasionally displays adequate knowledge about how to complete tasks and assignments; quality of work is inconsistent; requires direct supervision on most tasks to ensure quality and accuracy; usually completes tasks within required time.
Never meets acceptable level of performance	1	Does not display knowledge and skill necessary to properly complete tasks and assignments; unable to perform without direct supervision; often fails to complete assignments; performs slower than other first term airmen.

Slide #19

Performance Factor 2: Initiative/Effort

Showing initiative and extra effort on job/mission/assignment.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	(5)	Always volunteers when opportunities arise; demonstrates initiative promptly and effectively; enthusiastically works extra hours to ensure completion of project; works to completion when situation becomes difficult.
Frequently exceeds acceptable level of performance	4	Frequently volunteers and demonstrates initiative when opportunities arise; usually performs with enthusiasm despite difficulty; willing to work extra hours to complete assignment.
Meets acceptable level of performance	3	Volunteers for some assignments; willing to put in extra effort and time of priority tasks; does not give up easily when faced with obstacles or difficulty.
Occasionally meets acceptable level of performance	2	Seldom volunteers or displays initiative; may avoid difficult assignments; has a tendency to stop working when tired or bored; will work extra hours only when required.
Never meets acceptable level of performance	1	Displays no initiative and never volunteers for assignments; reluctant to work extra hours; may become hostile when asked to put forth extra effort; performs ineffectivly due to lack of effort; gives up easily when faced with a difficult task.

Slide #20

Performance Factor 3: Knowledge of and Adherence to Regulations/ Orders

Displaying knowledge of and adherence to Air Force (AF)/unit rules, regulations and orders and displaying respect for authority.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Demonstrates an exceptional knowledge and understanding of AF/unit rules and regulations. Follows spirit as well as the letter of rules and regulations; obeys orders quickly; always reports promptly for duty, formations, appointments, etc.; remains alert while on duty even when it is inconvenient to do so.
Frequently exceeds acceptable level of performance	4	Demonstrates an excellent knowledge and understanding of AF/unit rules and regulations; always obeys orders without fail; can be counted on to be at appointed area on time; displays appropriate respect for authority.
Meets acceptable level of performance	3	Follows AF/unit rules and regulations almost without fail; is knowledgeable of those rules and regulations that concern safety or security; rarely late for duty or formation; never leaves assigned duty section, always obeys orders.
Occasionally meets acceptable level of performance	(2)	Occasionally may fail to follow AF rules or regulations; occasionally late for duty formations; usually obeys orders but may question them.
Never meets acceptable level of performance	1	Ignores or fails to follow AF/unit rules, regulations or orders; often displays lack of respect toward superiors; may leave assigned work area.

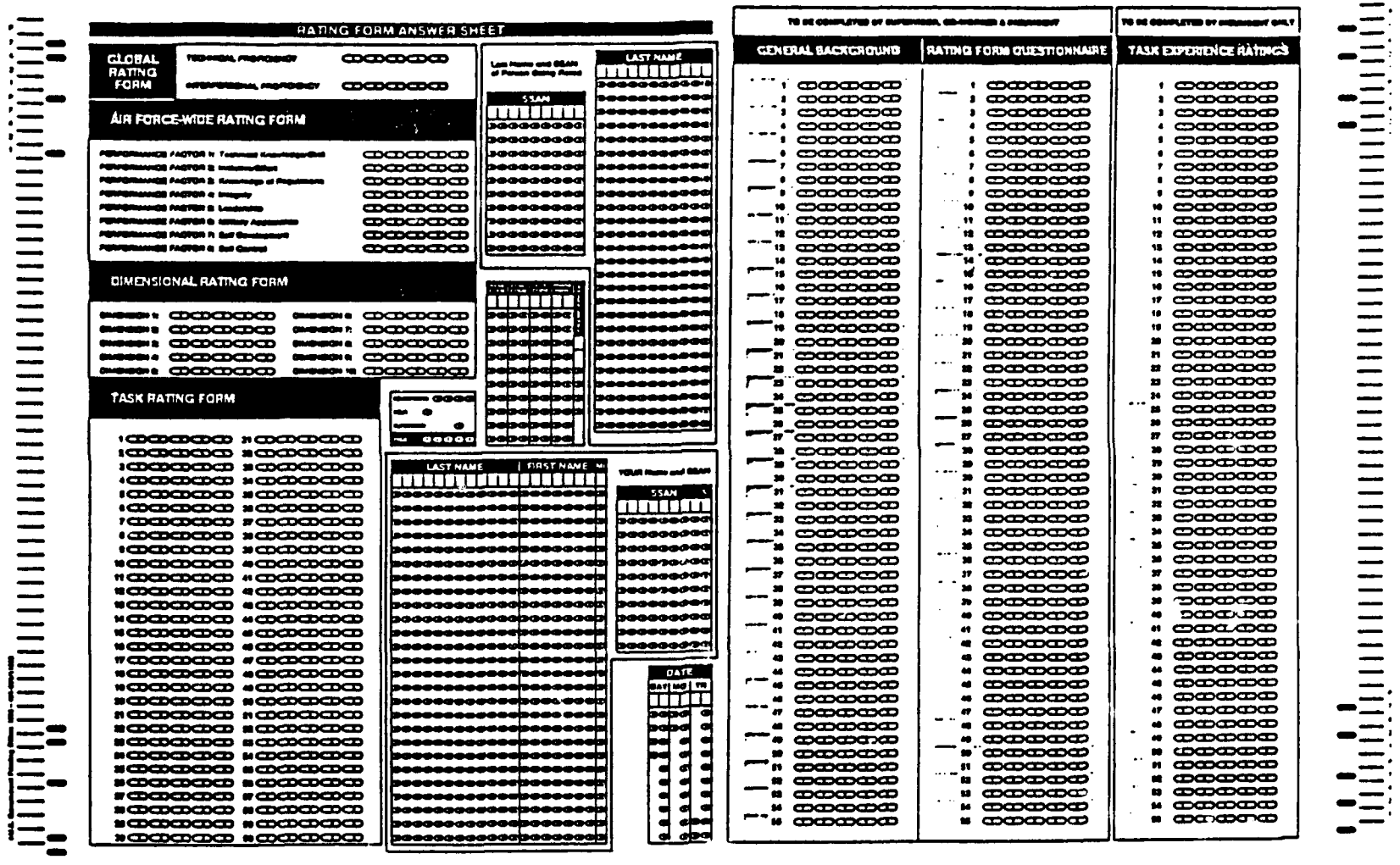
Slide #21

Performance Factor 7: Self Development

Developing job-related skills.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Devotes a substantial amount of off-duty time to studying and practicing to become as proficient as possible in important job-related skills; enthusiastically takes on additional job duties and responsibilities to prepare for promotion; actively seeks out opportunities for self-improvement; completes Career Development Course (CDC) requirements in less than prescribed time, and consistently obtains above-average scores in CDC volumes.
Frequently exceeds acceptable level of performance	4	Studies and practices during off-duty hours to improve job-related skills; takes advantage of most opportunities presented to take on additional responsibility that would help prepare for promotion; completes CDC requirements in less than required time.
Meets acceptable level of performance	(3)	Is aware of personal weaknesses in job-related skills and participates in training programs to improve these areas; sometimes reluctant to take on extra responsibility that would help prepare for promotion; completes CDC requirements within prescribed time.
Occasionally meets acceptable level of performance	2	Participates half-heartedly without seriously applied effort in training programs; studies manuals or practices to improve job skills only when ordered to do so; avoids additional responsibility that might help prepare for promotion; may require retesting to fulfill CDC requirements.
Never meets acceptable level of performance	1	Does not participate in training programs; makes no effort to improve below standard job skills; fails CDC requirements due to lack of interest, effort, or attention.

Slide #22


RATING FORM ANSWER SHEET
GLOBAL RATING FORM
AIR FORCE-WIDE RATING FORM
DIMENSIONAL RATING FORM
TASK RATING FORM
LAST NAME
SSAN
LAST NAME
FIRST NAME
SSAN
DATE
TO BE COMPLETED BY SUPERVISOR, CO-WORKER & INCUMBENT
GENERAL BACKGROUND
RATING FORM QUESTIONNAIRE
TO BE COMPLETED BY INCUMBENT ONLY
TASK EXPERIENCE RATINGS

- Slide #23

COMPLETING THE RATING FORMS/QUESTIONNAIRES

	SELF	CO-WORKER	SUPERVISOR
GLOBAL RATING FORM	✓	✓	✓
DIMENSIONAL RATING FORM	✓	✓	✓
TASK RATING FORM	✓	✓	✓
AIR FORCE-WIDE RATING FORM	✓	✓	✓
GENERAL BACKGROUND QUESTIONNAIRE•	✓	✓	✓
RATING FORM QUESTIONNAIRE•	✓	✓	✓
TASK EXPERIENCE QUESTIONNAIRE•	✓		

• COMPLETE ONLY ONE TIME

Slide #24

APPENDIX E: RATING FORM BOOKLET FOR AIRCREW LIFE SUPPORT SPECIALIST (AFS 122X0) TAC

PRIVACY ACT STATEMENT

In accordance with the Air Force Privacy Act Program, AFR 12-35, paragraph 8, the following information about this survey is provided:

a. Authority. 10 U.S.C., 8012, Secretary of the Air Force: Powers and Duties Delegation by.

b. Principal Purpose. The data collected are to be used for research purposes only.

c. Routine Use. The information collected will be used by the Air Force Human Resources Laboratory in a research study to link job performance with enlistment standards.

d. Participation in this survey is entirely voluntary.

e. No adverse action of any kind may be taken against any individual who elects not to participate in this survey.

RATING ERRORS EXERCISE

The following is a conversation between several shift supervisors. Some of their comments suggest certain biases they have when making ratings. Try to identify the biases as we read the conversation.

Andrews: Here we are again at our weekly gripe session.

Baker: Yeah. Seems like we never run out of problems to complain about.

Cullen: I don't know why you people have so many problems on your shift.

Baker: Because we don't have the "cream of the crop" that you have.

Cullen: You've got the same kind of people working for you that I have. Just think about it. All the airmen take tests to identify who has the aptitude for what. Right?

Andrews: Right.

Cullen: OK. So you've got a bunch of people with an aptitude for Life Support. These recruits all receive the same training at tech school to learn to be competent. They all come out of Chanute with the same training. So there shouldn't be anyone on your shift who is more qualified to do the job than someone else. Sure, if you take any one of the 3-levels and compare that person to the average person on the street, he's going to look like a genius. But among his fellow workers, he's just another average guy like all the rest.

Andrews: I disagree. On my shift, I've got a couple of people who are just outstanding. Next to these airmen, the rest of my people are way below average.

Baker: I know what you mean. I received a new airman two weeks ago. You wouldn't believe how badly that person has performed in the short time on the job. I guess I've got a real loser on my hands.

Davis: Let me tell you about the last recruit that came onto my shift. She was fresh out of Chanute. She hadn't been here but a couple of weeks and I gave her a CBO mask to inspect. Well, she did the complete inspection like a pro. The QC guy couldn't find a thing wrong with it. I think I have a super recruit in this person. I mean, if she can do that, she can do just about anything I assign her to do.

Andrews: You know, Cullen, I've heard how difficult you can be when you rate your airmen. I've heard some of your people complain that no matter how hard they try, you won't give them more than an average rating. They say they feel like they're beating their heads against a brick wall.

Cullen: I have a pretty good idea who you're talking about. If they think it's hard to get a good rating out of me now, just wait until I rate them the next time. They'll find out how hard a brick wall really is.

Andrews: I guess I don't think like you people at all. I try to be a friend to my people. Some of them are away from home for the first time and I don't like to make it any rougher on them than I need to. I try to give my people the benefit of the doubt when I'm rating them. You'd be surprised what you learn about your people if you try to be their friend. For instance, there's a guy on my shift now who reminds me of myself when I was his age. He's from a small town and joined the service to see a little of the world. I can really identify with him.

Davis: Well, I don't know about being buddy-buddy with my people, but I do know that right now everyone in my unit is doing a good job as far as I'm concerned.

Andrews: Why is that?

Davis: Well, I'm up for promotion in a couple of months. And let's face it, the better my people look on their ratings, the better I look as a supervisor. And the better I look, the better my chances are for promotion!

PRACTICE RATING FORMS EXERCISES

Now you will have the opportunity to practice using two of the rating forms that have been discussed, the Dimensional and the Air Force-wide Rating Forms. The purpose of this exercise is to help you become familiar and comfortable with these rating forms and to address any questions or concerns you might have regarding their use.

A. EXERCISE I - DIMENSIONAL RATING FORM

We are going to read a story and use the information in it to complete a sample Dimensional Rating Form on SRA Smith. For now, you will only be concerned with Dimensions 1, 2, 4, and 6 of the Dimensional Rating Form. Turn the page and let's read the story.

EXERCISE I

DIMENSIONAL RATING FORM

Upon arriving at the shop one morning SRA Smith was asked to make a comprehensive list of parts the shop needed to complete a major modification of a piece of equipment. She required minimal assistance and did a thorough and accurate job of researching part numbers. All the required forms were completed with only minor errors.

Later that same day Smith was selected to perform a periodic inspection of an oxygen mask. She was called upon because she had consistently completed these periodic inspections rapidly and accurately without supervision. During the comm check she discovered that the microphone was inoperable and made the required repairs.

After Smith finished inspecting the oxygen mask, an aircrew member came in to have a parachute fitted. SRA Smith performed the fitting procedure very clumsily and left several twists in the mainsling. In addition, she forgot to show the excess webbing. Her supervisor had to correct her and told her to be more careful in the future.

Before leaving for the day SRA Smith was told that the chem defense training she had scheduled for the following day had been canceled. She decided that rescheduling could wait until the next week. Smith was actually pleased that the training was postponed because she was not as well prepared as she should have been and had been in the past.

B. EXERCISE II - AIR FORCE-WIDE RATING FORM

Read the following story and use the information in it to complete a sample Air Force-wide Rating Form on SRA Jones.

EXERCISE II

AIR FORCE-WIDE RATING FORM

SRA Jones has his 5-skill level rating and has been performing the duties of a trainer since shortly after attaining this rating. His supervisors have often remarked on his exceptional abilities to the extent that they are comfortable in allowing him to work virtually unsupervised. He is one of their strongest team members, generally showing sound judgment under pressure and quickly becoming a role model for some of the less experienced members of the shop.

On one occasion, a major unplanned exercise was announced. Although Jones was scheduled to go on leave during this time, he volunteered to remain to offer any support and/or fill in if necessary. Another time he discovered that a torque wrench had disappeared from the shop. Being a truthful person, Jones informed his supervisor and volunteered to investigate the disappearance and to stay until the wrench was found.

This type of performance has lead his supervisors to encourage him to put more effort into studying his CDC materials so that he can attain his 7-skill level. Though it's apparent that he could complete the course rapidly, he has chosen not to push himself and simply wants to complete the course requirements in the prescribed time.

SRA Jones has been placed on a 6-month weight control program in which he must lose 20 pounds. He claims that he eats to release the tension from the job, and will occasionally go out with others for a few beers after work on a particularly tough day. He hates the weight control program and only participates because he is under orders to do so. Due to this attitude, he has failed to present himself for periodic weigh-ins.

C. Exercise III - TIPS ON MAKING ACCURATE RATINGS

A. GENERAL INFORMATION

The most important thing to remember when making your ratings is to focus your attention only on the person you are rating and only on the person's ability to perform. Avoid comparing the person with co-workers you've rated previously or those you will be evaluating later.

Remember that even though you and the people you rate are similar because you are all Aircrew Life Support Specialists, each person has a unique set of strengths and weaknesses. Also, be aware that poor or outstanding performance in one area does not dictate the quality of performance in other areas. Rate the person according to the individual's ability to perform on the job and focus on behavior that you can see. Finally, do not be afraid to use the entire range of the scale when appropriate. Your honesty will serve to ensure the accuracy of your ratings.

GENERAL INSTRUCTIONS

You are being asked to take part in a research project aimed at determining how useful different types of rating forms are for assessing a first-term airman's job performance. Throughout the project, first-term Aircrew Life Support Specialists will be asked to complete those rating forms on themselves and some of their co-workers. In addition, NCOs who are direct supervisors of the airmen will be asked to provide evaluations.

This information will be used to decide which forms are the most useful. The information provided from the rating forms will be used solely for research purposes. It will not be seen by other airmen or anyone else connected with your unit. In fact, we are not concerned with the ratings an individual receives or with how an individual rates others. The purpose of this project is to answer the question, "Which rating forms are most useful for making accurate evaluations?" These ratings will in no way be associated with you or anyone involved, so please be totally honest in your evaluation.

Information will be collected from many Aircrew Life Support Specialists at a number of Air Force bases across the country. Because future decisions regarding the quality of the various rating forms will be based on information provided by people such as yourself, it is essential that you take whatever time is necessary to give the most accurate ratings possible.

This rating form booklet is comprised of two major sections. The first section contains four (4) different rating forms. Each form was developed through extensive contact with Aircrew Life Support Specialists. These job experts both developed and reviewed these forms and, therefore, we believe the content of these forms accurately reflects the job of an Aircrew Life Support Specialist. These four rating forms will include; (1) a two-item global rating form, (2) a more specific dimensional rating form, (3) a detailed, task-specific form and (4) a set of Air Force-wide ratings. All ratings are made on a scale with five points (5-high, 1-low). A rating of 5 indicates that you always exceed the acceptable level of proficiency and a rating of 1 indicates that you never meet the acceptable level of proficiency. Specific instructions for completing each of these rating forms are included as part of the form.

The second major section of this booklet contains a background questionnaire and two additional rating forms. One rating form asks you to rate the usefulness of the rating forms you just completed in the previous section. The second rating forms ask you to rate your on-the-job experience on certain tasks. As before, specific instructions for completing each of these forms are included as part of the form.

INSTRUCTIONS

GLOBAL RATING FORM

The purpose of this rating form is to allow you to evaluate an individual's overall level of technical and interpersonal proficiency. A five-point rating scale will be provided on each of the next two pages.

Technical proficiency refers to how skilled you are at performing various tasks on the job, ignoring interpersonal factors (willingness to work, cooperation with others), or situational factors (lack of tools, parts or equipment).

Interpersonal proficiency refers to how well you work with various levels of supervision and how cooperative you are on a task requiring team effort.

Use the behavioral examples as illustrations of the quality of work performed at that level. On the following two pages, select the "Rating" corresponding to the overall level of job proficiency that applies to yourself if you are instructed to rate yourself, or to the person you are rating if you are a co-worker or supervisor. Record your rating by blackening the corresponding oval in the Global Rating Form section of the answer sheet.

The five levels that will be used on this rating form are listed below:

5 Always exceeds acceptable level of proficiency

4 Frequently exceeds acceptable level of proficiency

3 Meets acceptable level of proficiency

2 Occasionally meets acceptable level of proficiency

1 Never meets acceptable level of proficiency

PLEASE RATE BOTH ITEMS

TECHNICAL PROFICIENCY

This refers to how skilled a person is at performing various tasks on the job, ignoring interpersonal factors (willingness to work, cooperation with others), or situational factors (lack of tools, parts or equipment).

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Successfully completes all tasks with minimal supervision. Completes all tasks rapidly, always using proper maintenance procedures.
Frequently exceeds level of proficiency	4	Successfully completes all acceptable simple tasks and most complex tasks with minimal supervision. Completes most tasks rapidly while consistently using proper maintenance procedures.
Meets acceptable level of proficiency	3	Successfully completes most tasks with supervision. Occasionally requires excessive time to complete complex tasks. Usually uses proper maintenance procedures.
Occasionally meets acceptable level of proficiency	2	Successfully completes most simple tasks with some supervision, but requires constant supervision to successfully complete some complex tasks. Requires excessive time to complete some complex tasks. Occasionally uses improper maintenance procedures.
Never meets acceptable level of proficiency	1	Unable to successfully complete simple tasks without constant supervision. Requires excessive time to complete the most simple tasks. Frequently uses poor maintenance procedures.

INTERPERSONAL PROFICIENCY

This refers to how well a person works with various levels of supervision and how cooperative he/she is on a task requiring team effort.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Always works well with all levels of supervision and coworkers; works effectively in stressful situations and on tasks requiring teamwork or cooperation; always willing to assist coworkers in completing a high priority task without being asked by supervisors.
Frequently exceeds acceptable level of proficiency	4	Frequently works well with all levels of supervision and co-workers; works effectively in stressful situations and on tasks requiring teamwork or cooperation; often willing to assist co-workers in completing a high priority task without being asked by supervisor.
Meets acceptable level of proficiency	3	Cooperates with most supervisors and co-workers; usually works effectively in stressful situations and on tasks requiring teamwork or cooperation; will usually assist co-workers in completing high priority tasks.
Occasionally meets acceptable level of proficiency	2	Cooperates with only a select group of supervisors and co-workers; rarely works effectively in stressful situations or on tasks requiring teamwork or cooperation; assists co-workers in completing a high priority task if asked by supervisor.
Never meets acceptable level of proficiency	1	Is uncooperative and ineffective when working in stressful situations or on tasks requiring teamwork or cooperation; unreceptive to guidance by supervisor or co-worker; doesn't care about functioning well as a member of a unit or crew.

INSTRUCTIONS

DIMENSIONAL RATING FORM

The purpose of this rating form is to allow you to evaluate the level of proficiency on groups of tasks or dimensions. Remember, proficiency refers to how skilled an individual is at performing various tasks on the job, ignoring interpersonal factors (willingness to work, cooperating with others) or situational factors (lack of tools, parts, or equipment).

Listed below are the dimensions on which you will rate an airman (yourself or others).

1. Administration
2. Helmets and Oxygen Masks
3. Survival Equipment
4. Aircrew Clothing
5. Chemical Defense Equipment
6. Training and Instruction

On the pages that follow, read the definition of each dimension carefully. Use the behavioral examples as indicators of the quality of work performed at the various levels. Record your rating by blackening the corresponding oval in the Dimensional Rating Form section of the answer sheet.

The five levels that will be used on this rating form are listed below:

5 Always exceeds acceptable level of proficiency
4 Frequently exceeds acceptable level of proficiency
3 Meets acceptable level of proficiency
2 Occasionally meets acceptable level of proficiency
1 Never meets acceptable level of proficiency

PLEASE RATE ALL DIMENSIONS

Dimension 1: Administration

The accurate preparation and maintenance of facility operating forms, publications, records, charts, etc. Scheduling, supplying, and coordinating with other agencies. Examples: Direct issuance of equipment; schedule maintenance or repair of life support equipment.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently performs all administrative tasks accurately, completely, and legibly; rarely needs to be directed, consistently displays initiative; consistently completes tasks in a timely manner.
Frequently exceeds acceptable level of proficiency	4	Usually performs all administrative tasks accurately, completely and legibly; seldom needs to be directed; usually displays initiative; usually completes tasks in a timely manner.
Meets acceptable level of proficiency	3	Performs all administrative tasks acceptably; sometimes needs to be directed; sometimes displays initiative; completes tasks in a timely manner.
Occasionally meets acceptable level of proficiency	2	Occasionally performs administrative tasks acceptably; usually needs to be directed; seldom displays initiative; seldom completes tasks in a timely manner.
Never meets acceptable level of proficiency	1	Rarely performs administrative tasks acceptably; consistently needs to be directed; rarely displays initiative; rarely completes tasks in a timely manner.

Dimension 2: Helmets and Oxygen Masks

The pouring and fabrication of helmet liners and the sizing and fitting of helmets and oxygen masks. Inspecting, assembling, cleaning and troubleshooting. Examples: Perform helmet periodic inspections; adjust oxygen masks.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Always inspects and performs required maintenance on the equipment acceptably; able to troubleshoot without supervision; consistently identifies all equipment malfunctions; able to use innovative techniques to improve on established procedures.
Frequently exceeds acceptable level of proficiency	4	Usually inspects and performs required maintenance on the equipment acceptably; able to troubleshoot with minimum supervision; frequently identifies equipment malfunctions; sometimes uses innovative techniques to improve on established procedures.
Meets acceptable level of proficiency	3	Sometimes inspects and performs required maintenance on the equipment acceptably; sometimes needs supervision when troubleshooting; sometimes identifies equipment malfunctions; seldom uses innovative techniques to improve on established procedures.
Occasionally meets acceptable level of proficiency	2	Occasionally inspects and performs required maintenance on the equipment acceptably; usually needs supervision when troubleshooting; occasionally identifies equipment malfunctions; rarely uses innovative techniques to improve on established procedures.
Never meets acceptable level of proficiency	1	Rarely inspects and performs required maintenance on the equipment acceptably; is unable to troubleshoot without supervision; rarely identifies equipment malfunctions; is unable to use innovative techniques to improve on established procedures.

Dimension 3: Survival Equipment

The installation and removal of survival kit components, the inspection and repair of survival kits, parachutes and flotation devices. Assembling kits, storing survival equipment, and maintaining forms. Examples: Tie in survival kit components; pack life rafts.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently inspects and performs required maintenance on survival equipment acceptably; able to perform all tasks with no supervision; always keeps forms up to date; constantly suggests new techniques for installing components and/or storing equipment.
Frequently exceeds acceptable level of proficiency	4	Usually inspects and performs required maintenance on survival equipment acceptably; able to perform all tasks with minimum supervision; usually keeps forms up to date; frequently suggests new techniques for installing components and/or storing equipment.
Meets acceptable level of proficiency	3	Sometimes performs required maintenance on survival equipment acceptably; sometimes needs supervision when performing tasks; sometimes keeps forms up to date; sometimes suggests new techniques for installing survival kit components and/or storing equipment.
Occasionally meets acceptable level of proficiency	2	Occasionally inspects and performs required maintenance on the equipment acceptably; usually needs supervision when performing tasks; occasionally keeps forms up to date; rarely suggests new techniques for installing survival kit components and/or storing equipment.
Never meets level of proficiency	1	Rarely inspects and performs acceptable required maintenance on the survival equipment acceptably; always needs supervision when performing tasks; rarely keeps forms up to date; is unable to suggest new techniques for installing survival kit components and/or storing equipment.

Dimension 4: Aircrew Clothing

The sizing, fitting, and inspection of aircrew clothing. Cleaning and repairing aircrew clothing. Examples: Perform anti-G suit periodic inspections; coordinate alterations on aircrew clothing with other facilities.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently is able to size and fit aircrew members without the need for future fittings; is able to inspect and repair aircrew clothing with no supervision; consistently suggests new techniques for modifying aircrew clothing and storing equipment.
Frequently exceeds acceptable level of proficiency	4	Usually is able to size and fit aircrew members without the need for future fittings; is able to inspect and repair aircrew clothing with little supervision; frequently suggests new techniques for modifying aircrew clothing and storing equipment.
Meets acceptable level of proficiency	3	Sometimes is able to size and fit aircrew members without the need for future fittings; needs some supervision while inspecting and repairing aircrew clothing; sometimes suggests new techniques for modifying aircrew clothing and storing equipment.
Occasionally meets acceptable level of proficiency	2	Rarely is able to size and fit aircrew members without the need for future fittings; usually needs supervision while inspecting and repairing aircrew clothing; rarely suggests new techniques for modifying aircrew clothing and storing equipment.
Never meets acceptable level of proficiency	1	Is unable to size and fit aircrew members without the need for future fittings; always needs supervision while inspecting and repairing aircrew clothing; never suggests new techniques for modifying aircrew clothing and storing equipment.

Dimension 5: Chemical Defense Equipment

The ability to size, fit, adjust, and modify chemical defense ensembles. The operation of contamination control area functions. Examples: Install CWD filter assemblies; operate decontamination chamber liquid hazard areas.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently inspects and modifies aircrew chemical warfare equipment in the proper manner; always maintains, inventories, and stores equipment effectively; always operates and controls appropriate CCA functions efficiently.
Frequently exceeds acceptable level of proficiency	4	Usually inspects and modifies aircrew chemical warfare equipment in the proper manner; frequently maintains, inventories, and stores equipment effectively; frequently operates and controls appropriate CCA functions efficiently.
Meets acceptable level of proficiency	3	Sometimes inspects and modifies aircrew chemical warfare equipment in the proper manner; usually maintains, inventories, and stores equipment effectively; usually operates and controls appropriate CCA functions efficiently.
Occasionally meets acceptable level of proficiency	2	Occasionally inspects and modifies aircrew chemical warfare equipment in the proper manner; sometimes maintains inventories, and stores equipment effectively; occasionally operates and controls appropriate CCA functions efficiently.
Never meets acceptable level of proficiency	1	Rarely inspects and modifies aircrew chemical warfare equipment in the proper manner; rarely maintains, inventories, and stores equipment effectively; is unable to operate and control appropriate CCA functions efficiently.

Dimension 6: Training and Instruction

The demonstration and instruction of life support equipment functions and uses. Scheduling, instructing, demonstrating, and briefing. Examples: Construct training aids; brief parachute safety.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of proficiency	5	Consistently performs all aspects of training effectively; always instructs and briefs in a thoroughly professional manner; schedules and conducts training with no supervision.
Frequently exceeds acceptable level of proficiency	4	Usually performs all aspects of training effectively; usually instructs and briefs in a professional manner; schedules and conducts training with little supervision.
Meets acceptable level of proficiency	3	Usually performs some aspects of training effectively; sometimes instructs and briefs in a professional manner; occasionally needs some supervision to schedule and conduct training.
Occasionally meets acceptable level of proficiency	2	Occasionally performs some aspects of training effectively; seldom instructs and briefs in a professional manner; usually needs some supervision to schedule and conduct training.
Never meets acceptable level of proficiency	1	Rarely performs any aspects of training effectively; never instructs or briefs in a professional manner; always needs supervision to schedule and conduct training.

INSTRUCTIONS

TASK RATING FORM

The purpose of this rating form is to rate an individual's proficiency at performing a number of Aircrew Life Support Specialist tasks. Proficiency refers to how skilled a person is at performing various tasks on the job. Remember, we are concerned with level of ability to perform these tasks, excluding interpersonal factors (willingness to work, cooperating with others) or situational factors (lack of tools, parts, or equipment).

As you rate each task, ask yourself, "At what level of proficiency could this individual perform this particular task?" Select the "Rating" corresponding to your level of proficiency on each task if you are instructed to rate yourself, or to the person you are rating if you are a co-worker or supervisor. Record your rating by blackening the corresponding oval in the Task Rating Form section of the answer sheet. Please provide a rating for each task on the following pages, even if the task is not performed frequently.

The five levels that will be used on this rating form are listed below:

5 Always exceeds acceptable level of proficiency

4 Frequently exceeds acceptable level of proficiency

3 Meets acceptable level of proficiency

2 Occasionally meets acceptable level of proficiency

1 Never meets acceptable level of proficiency

PLEASE RATE ALL TASKS

5	Always exceeds acceptable level of proficiency
4	Frequently exceeds acceptable level of proficiency
3	Meets acceptable level of proficiency
2	Occasionally meets acceptable level of proficiency
1	Never meets acceptable level of proficiency

1. Schedule maintenance or repair of life support equipment.
2. Make entries on AFTO Form 152 (chemical ensemble inspection record).
3. Make entries on AFTO Form 338 (survival kit record).
4. Perform aircraft life support equipment acceptance inspections.
5. Build up helmet from shell.
6. Fit a helmet using a custom liner.
7. Pour and fabricate helmet liner mold.
8. Replace the nape strap and pad.
9. Remove or replace headsets in helmets.
10. Perform initial assembly of oxygen masks.
11. Size and fit oxygen masks.
12. Remove and install CWD filter assemblies.
13. Operate decontamination chamber vapor hazard areas.
14. Fit or adjust parachute harnesses.
15. Perform survival kit component periodic inspections.
16. Repack soft pack survival packs.
17. Make entries on AFTO Form 406 (mesh net survival vest inspection record).
18. Perform anti-G suit periodic inspections.
19. Perform helmet periodic inspections.
20. Perform oxygen mask periodic inspections.

5	Always exceeds acceptable level of proficiency
4	Frequently exceeds acceptable level of proficiency
3	Meets acceptable level of proficiency
2	Occasionally meets acceptable level of proficiency
1	Never meets acceptable level of proficiency

21. Inspect the inflation assembly.

22. Remove and replace seat kits.

23. Make entries on AFTO Form 392 (parachute repack, inspection, and component record).

24. Make entries on DD Form 1574 (serviceable tag-material).

25. Perform oxygen mask connector periodic inspections.

26. Inspect CWD equipment.

27. Operate decontamination chamber liquid hazard areas.

INSTRUCTIONS

AIR FORCE-WIDE RATING FORM

The purpose of this rating form is to allow you to evaluate an individual's performance on factors important to all airmen regardless of Air Force specialty.

Listed below are the performance factors you will consider in your ratings:

1. Technical Knowledge/Skill
2. Initiative/Effort
3. Knowledge of and Adherence to Regulations/Orders
4. Integrity
5. Leadership
6. Military Appearance
7. Self Development
8. Self Control

On the pages that follow, read the definition of each performance factor carefully. Use the behavioral examples as indicators of behavior typically displayed at the various levels. Select the "Rating" that corresponds to the level best describing your performance in each area if you are instructed to rate yourself, or to the other person's level of performance if you are a co-worker or supervisor. Record your rating by blackening the corresponding oval in the Air Force-wide Rating Form section of the answer sheet.

The five levels that will be used on this rating form are listed below:

5 Always exceeds acceptable level of performance

4 Frequently exceeds acceptable level of performance

3 Meets acceptable level of performance

2 Occasionally meets acceptable level of performance

1 Never meets acceptable level of performance

PLEASE RATE ALL PERFORMANCE FACTORS

Performance Factor 1: Technical Knowledge/Skill

Displaying job knowledge and skill.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Displays exceptional knowledge/skill to consistently complete assignments and tasks properly; requires little or no supervision; completes tasks in minimum time.
Frequently exceeds acceptable level of performance	4	Displays considerable knowledge and skill to complete assignments and tasks properly; performs effectively with little supervision; completes tasks more quickly than the average first-term airman.
Meets acceptable level of performance	3	Displays good knowledge/skill in most aspects of the job; able to properly complete the majority of tasks; requires supervision only on difficult tasks and assignments; completes work in the same amount of time as other first-term airmen.
Occasionally meets acceptable level of performance	2	Occasionally displays adequate knowledge about how to complete tasks and assignments; quality of work is inconsistent; requires direct supervision on most tasks to ensure quality and accuracy; usually completes tasks within required time.
Never meets acceptable level of performance	1	Does not display knowledge and skill necessary to properly complete tasks and assignments; unable to perform without direct supervision; often fails to complete assignments; performs more slowly than other first-term airmen.

Performance Factor 2: Initiative/Effort

Showing initiative and extra effort on job/mission/assignment.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Always volunteers when opportunities arise; demonstrates initiative promptly and effectively; enthusiastically works extra hours to ensure completion of project; works to completion when situation becomes difficult.
Frequently exceeds acceptable level of performance	4	Frequently volunteers and demonstrates initiative when opportunities arise; usually performs with enthusiasm despite difficulty; willing to work extra hours to complete assignment.
Meets acceptable level of performance	3	Volunteers for some assignments; willing to put in extra effort and time on priority tasks; does not give up easily when faced with obstacles or difficulty.
Occasionally meets level of performance	2	Seldom volunteers or displays acceptable initiative; may avoid difficult assignments; has a tendency to stop working when tired or bored; will work extra hours only when required.
Never meets acceptable level of performance	1	Displays no initiative and never volunteers for assignments; reluctant to work extra hours; may become hostile when asked to put forth extra effort; performs ineffectively due to lack of effort; gives up easily when faced with a difficult task.

Performance Factor 3:
Knowledge of and Adherence to Regulations/Orders

Displaying knowledge of and adherence to Air Force (AF)/unit rules, regulations and orders and displaying respect for authority.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Demonstrates an exceptional knowledge and understanding of AF/unit rules and regulations. Follows spirit as well as the letter of rules and regulations; obeys orders quickly; always reports promptly for duty, formations, appointments, etc.; remains alert while on duty even when it is inconvenient to do so.
Frequently exceeds acceptable level of performance	4	Demonstrates an excellent knowledge and understanding of AF/unit rules and regulations; always obeys orders without fail; can be counted on to be at appointed area on time; displays appropriate respect for authority.
Meets acceptable level of performance	3	Follows AF/unit rules and regulations almost without fail; is knowledgeable of those rules and regulations that concern safety or security; rarely late for duty or formation; never leaves assigned duty section, always obeys orders.
Occasionally meets acceptable level of performance	2	Occasionally may fail to follow AF rules or regulations; occasionally late for duty formations; usually obeys orders but may question them.
Never meets acceptable level of performance	1	Ignores or fails to follow AF/unit rules, regulations, or orders; often displays lack of respect toward superiors; may leave assigned work area.

Performance Factor 4: Integrity

Displaying honesty and integrity in job-related matters.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Can be trusted to be honest and truthful in all matters even when own self interests might be jeopardized; takes extra steps to protect the security of military equipment/supplies; voluntarily reports thefts, misconduct, and any other violations of military order and discipline.
Frequently exceeds acceptable level of performance	4	Admits job-related mistakes and provides information necessary for administrative decisions; voluntarily reports thefts, misconduct and other incidents of military violation; never misuses military equipment/supplies.
Meets acceptable level of performance	3	Admits job-related mistakes and provides information necessary for administrative decisions; reports obvious misconduct and military violations; unlikely to misuse military equipment/supplies; returns found property to rightful owner.
Occasionally meets acceptable level of performance	2	Seldom admits job-related mistakes and may make excuses to avoid responsibility for such mistakes; will provide information regarding thefts, misconduct, and other military violations if asked by supervisor but will not volunteer such information; returns found property to rightful owner.
Never meets acceptable level of performance	1	Denies responsibility for job-related mistakes and puts blame on someone else; assists in covering up or is otherwise directly involved in incidents of theft, misconduct, and other military violations; dishonest and deceitful in dealings with supervisor and peers; falsifies military forms, vouchers, or records to further personal gains.

Performance Factor 5: Leadership

Performing in a leader role, as required, and providing support for fellow unit members.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Performs very effectively when placed in leadership position; takes charge when necessary and fills in effectively for supervisor; is sought out as resource person and serves as role model; always looks out for and supports fellow unit members when they are in trouble, need encouragement, performing poorly, etc.
Frequently exceeds acceptable level of performance	4	Performs effectively in most leadership situations; usually looks out for and supports fellow unit members when they are in trouble, need encouragement, performing poorly, etc.
Meets acceptable level of performance	3	Performs effectively in structured leadership situations and less well in difficult situations requiring hard judgments, and quick decisions; is supportive of fellow unit members at important times.
Occasionally meets acceptable level of performance	2	Seldom effective in leadership positions; will not go out of way to provide support, encouragement, etc., to fellow unit members; reluctant to help others complete their assignments.
Never meets acceptable level of performance	1	Unable to perform in leadership positions; unable to step in and take charge even when necessary; unwilling to provide support, encouragement, etc., to fellow unit members; shows impatience and insensitivity to other unit personnel.

Performance Factor 6: Military Appearance

Maintaining proper military appearance and meeting military standards for physical fitness.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Always properly and neatly dressed, even beyond the requirements of military standards; consistently presents an impressive appearance; maintains excellent personal hygiene and cleanliness even under dirty or difficult conditions; is in excellent physical condition and substantially exceeds Air Force standards for physical stamina and strength.
Frequently exceeds acceptable level of performance	4	Maintains a crisp, neat military appearance; maintains personal hygiene and cleanliness; is in excellent physical condition and often exceeds Air Force standards for physical stamina and strength.
Meets acceptable level of performance	3	Dresses neatly and properly during duty and at inspections; pays sufficient attention to personal cleanliness and hygiene to meet military standards; is in good physical condition and meets Air Force standards for weight, physical stamina, and strength.
Occasionally meets acceptable level of performance	2	Usually dresses properly for inspections but often fails to present a proper military appearance on a daily basis; is in fair physical condition and may fail Air Force standards for weight, physical stamina, or strength.
Never meets acceptable level of performance	1	Consistently dresses sloppily and/or improperly for duty and at inspections; fails to attend to personal cleanliness and hygiene; is in poor physical condition and fails Air Force standards for weight, physical stamina, and strength.

Performance Factor 7: Self Development

Developing job-related skills.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Devotes a substantial amount of off-duty time to studying and practicing to become as proficient as possible in important job-related skills; enthusiastically takes on additional job duties and responsibilities to prepare for promotion; actively seeks out opportunities for self-improvement; completes Career Development Course (CDC) requirements in less than prescribed time, and consistently obtains above-average scores in CDC volumes.
Frequently exceeds acceptable level of performance	4	Studies and practices during off-duty hours to improve job-related skills; takes advantage of most opportunities presented to take on additional responsibility that would help prepare for pro-motion; completes CDC requirements in less than required time.
Meets acceptable level of performance	3	Is aware of personal weaknesses in job-related skills and participates in training programs to improve these areas; sometimes reluctant to take on extra responsibility that would help prepare for promotion; completes CDC requirements within prescribed time.
Occasionally meets acceptable level of performance	2	Participates half-heartedly without seriously applied effort in training programs; studies manuals or practices to improve job skills only when ordered to do so; avoids additional responsibility that might help prepare for promotion; may require re-testing to fulfill CDC requirements.
Never meets acceptable level of performance	1	Does not participate in training programs; makes no effort to improve below standard job skills; fails CDC requirements due to lack of interest, effort, or attention.

Performance Factor 8: Self Control

Controlling personal behavior.

Level	Rating	Behavioral Examples
Always exceeds acceptable level of performance	5	Meets all financial obligations; consistently displays exceptional emotional maturity; does not allow personal matters to interfere with professional duties.
Frequently exceeds acceptable level of performance	4	Meets all financial obligations; usually displays appropriate emotional behavior and control; does not allow personal problems to influence job performance.
Meets acceptable level of performance	3	Meets most financial and legal obligations; related problems are minor and infrequent and rarely interfere with job performance; usually displays emotional maturity.
Occasionally meets acceptable level of performance	2	Frequently has financial problems due to lack of self discipline; attempts to control temper and emotional behavior but frequently fails to do so; allows personal matters to affect job performance.
Never meets acceptable level of performance	1	Does not attempt to control temper or otherwise displays inappropriate behavior; consistently requires time off from duty to attend to financial, legal, or other personal problems.

GENERAL BACKGROUND

YOUR NAME _____ SSN ____ - ____ - ____
Last First MI

The following questions pertain to your work experience, your work unit and your feelings about your job. This information will be used for research purposes only.

1. Months in present unit: _____

Record your responses to the following questions by blackening the corresponding oval in the General Background section of the answer sheet. Leave the first question on the answer sheet blank. Begin recording your responses starting with question 2.

2. Major command (MAJCOM) currently assigned to:

1 SAC
2 MAC
3 TAC
4 Other

3. Are you a cross trainee?

1 Yes
2 No

4. Section currently assigned to:

1 Flightline
2 Helmets and Oxygen Masks
3 Survival Kits
4 CWD
5 Other

5. Are you qualified in the Flightline section?

1 Yes
2 No

6. Are you qualified in the Helmet and Oxygen Mask section?

1 Yes
2 No

7. Are you qualified in the Survival Kit section?

1 Yes
2 No

8. Are you qualified in the CWD section?

1 Yes
2 No

9. In general, how is morale in your unit?

1 Extremely high
2 Fairly high
3 Average
4 Fairly low
5 Extremely low

For the following questions, use the scale provided below to respond to each statement. Record your responses by blackening the corresponding oval in the General Background section of the answer sheet.

1 = Strongly Disagree
2 = Disagree
3 = Neither Agree nor Disagree
4 = Agree
5 = Strongly Agree

10. The technical manuals and other written materials that I use in my job are clear and understandable.

11. The technical manuals and other written materials that I use in my job are available when I need them.

12. The tools and equipment that I use in my job are available when I need them.

13. I am able to use my skills and talents in my job.

14. I get a sense of accomplishment from my job.

15. I feel that my supervisor is concerned about my well-being.

16. I feel that my supervisor gives me the support that I need to do my job.

17. I feel that my job is interesting.

18. I get a sense of pride from being in the Air Force.

19. I feel that my job is important to the overall mission of the Air Force.

20. I am satisfied with my job.

21. I feel a strong sense of responsibility to my unit.

22. I perform my duties to the best of my abilities.

RATING FORM QUESTIONNAIRE

In the following questions we are interested in your beliefs about the usefulness of the rating forms you just completed. Please respond to each statement using the scale provided below. Record your responses by blackening the corresponding oval in the Rating Form Questionnaire section of the answer sheet.

Not at All	To a small Extent	To a moderate Extent	To a great Extent	To a very Great Extent
1	2	3	4	5

1. How motivated were you to complete the rating forms?

2. Did you find the performance rating process interesting?

3. Did you care how accurate your ratings were?

4. Did you feel it was important to make accurate ratings?

5. Did you make an "extra effort" to carefully pay attention to all of the instructions and examples in order to make accurate ratings?

6. Are you satisfied that you made the most accurate ratings you could?

7. Based on your experience in this project, how important is it to you to make any performance ratings you do as accurate as you can?

8. Do you believe that the true purpose of the ratings was the one explained to you during the rater orientation?

9. Do you feel other persons involved really tried to follow the rules in completing their ratings?

10. Do you feel other persons involved really cared about making accurate ratings?

11. Do you believe that the ratings collected will be used for research purposes only?

12. Do you think other persons involved gave higher ratings than persons deserved?

13. Will your supervisor have access to any information about you collected from the rating forms?

14. Do you feel other persons were comfortable giving low ratings to themselves or others?

Not at All	To a small Extent	To a moderate Extent	To a great Extent	To a very Great Extent
1	2	3	4	5

Do the rating forms evaluate your job proficiency fairly?

15. Global Rating Form

16. Dimensional Rating Form

17. Task Rating Form

18. Air Force-Wide Rating Form

Are the rating forms easy to use and understandable as a means of determining job proficiency?

19. Global Rating Form

20. Dimensional Rating Form

21. Task Rating Form

22. Air Force-Wide Rating Form

Would you be able to tell the difference between good and poor performers by looking at the ratings they were given?

23. Global Rating Form

24. Dimensional Rating Form

25. Task Rating Form

26. Air Force-Wide Rating Form

If someone were to look at the ratings on the form, would they be able to get a true picture of the performance level of the person being rated?

27. Global Rating Form

28. Dimensional Rating Form

29. Task Rating Form

30. Air Force-Wide Rating Form

Not at All	To a small Extent	To a moderate Extent	To a great Extent	To a very Great Extent
1	2	3	4	5

Overall, are the rating forms acceptable to you as a way to determine job proficiency?

31. Global Rating Form

32. Dimensional Rating Form

33. Task Rating Form

34. Air Force-Wide Rating Form

Overall, did you feel confident about the ratings you made?

35. Global Rating Form

36. Dimensional Rating Form

37. Task Rating Form

38. Air Force-Wide Rating Form

S T O P

THE FOLLOWING SECTION CONTAINS ONLY THREE QUESTIONS WHICH ASK YOU TO RANK ORDER THE RATING FORMS. READ THE INSTRUCTIONS CAREFULLY BEFORE ANSWERING!!!

In the following questions, we are interested in your beliefs about the rating forms in comparison to one another. For each question, please rank-order the four rating forms using a "1" for the best, a "2" for next best, and so on. For example, if you feel that the Air Force-Wide rating form provides the most accurate ratings of a person's performance you would record your rating by blackening the oval labeled "1" for the item corresponding to "Air Force-Wide Rating Form" in the Rating Form Questionnaire section of the answer sheet. Similarly, if you feel that the Task Rating Form is next to the worst at providing accurate ratings, you would blacken the oval labeled "3" for the item corresponding to "Task Rating Forms."

Please be sure to rank each type rating form for each question. Also, use each ranking number (1, 2, 3, 4) only once for each question.

Are they easy to use and understandable?

39. Global Rating Form

40. Dimension Rating Form

41. Task Rating Form

42. Air Force-Wide Rating Form

Can you tell the difference between good and poor performers?

43. Global Rating Form

44. Dimension Rating Form

45. Task Rating Form

46. Air Force-Wide Rating Form

Can you get a true picture of someone's performance level?

47. Global Rating Form

48. Dimension Rating Form

49. Task Rating Form

50. Air Force-Wide Rating Form

S T O P

COMPLETE THE FOLLOWING SECTION ONLY IF YOU ARE RATING YOURSELF. RECORD YOUR RATINGS IN THE TASK EXPERIENCE SECTION OF THE ANSWER SHEET.

IF YOU ARE RATING A CO-WORKER OR IF YOU ARE A SUPERVISOR, STOP AT THIS POINT AND RETURN THE BOOKLET TO THE ADMINISTRATOR.

TASK EXPERIENCE QUESTIONNAIRE

Read each task statement and think about the amount of relevant on-the-job experience you've had on that task, excluding technical school training. Using the scale provided, select the number that corresponds to your level of experience. Record your rating by blackening the corresponding oval in the Task Experience section of the answer sheet.

1. No or almost none
2. A small amount
3. A moderate amount
4. A great amount
5. A very great amount

---

1. Schedule maintenance or repair of life support equipment.
2. Make entries on AFTO Form 152 (chemical ensemble inspection record).
3. Make entries on AFTO Form 338 (survival kit record).
4. Perform aircraft life support equipment acceptance inspections.
5. Build up helmet from shell.
6. Fit a helmet using a custom liner.
7. Pour and fabricate helmet liner mold.
8. Replace the nape strap and pad.
9. Remove or replace headsets in helmets.
10. Perform initial assembly of oxygen masks.
11. Size and fit oxygen masks.
12. Remove and install CWD filter assemblies.
13. Operate decontamination chamber vapor hazard areas.
14. Fit or adjust parachute harnesses.
15. Perform survival kit component periodic inspections.
16. Repack soft pack survival packs.
17. Make entries on AFTO Form 406 (mesh net survival vest inspection record).

Read each task statement and think about the amount of relevant on-the-job experience you've had on that task, excluding technical school training. Using the scale provided, select the number that corresponds to your level of experience. Record your rating by blackening the corresponding oval in the Task Experience section of the answer sheet.

1. No or almost none
2. A small amount
3. A moderate amount
4. A great amount
5. A very great amount

18. Perform anti-G suit periodic inspections.

19. Perform helmet periodic inspections.

20. Perform oxygen mask periodic inspections.

21. Inspect the inflation assembly.

22. Remove and replace seat kits.

23. Make entries on AFTO Form 392 (parachute repack, inspection, and component record).

24. Make entries on DD Form 1574 (serviceable tag-material).

25. Perform oxygen mask connector periodic inspections.

26. Inspect CWD equipment.

27. Operate decontamination chamber liquid hazard areas.

APPENDIX F: JOB KNOWLEDGE TEST MATERIALS

MANUAL FOR ADMINISTRATION
OF THE AIRCREW LIFE SUPPORT SPECIALTY
JOB KNOWLEDGE TESTS

1. Introduction

The Job Knowledge Tests (JKTs) are an important part of the Job Performance Measurement project. JKTs are being considered as possible substitute tests for the labor intensive Walk-Through Performance Test (WTPT). It is very important that the JKT results are accurate so that we can effectively compare those results to the WTPT results.

2. Testing Conditions and Standards

In order to exercise good test administration practices, it is important to have adequate testing facilities. Sound judgment must be used when accepting testing facilities.

It will often be difficult to achieve ideal testing conditions in field locations. Consideration of the following items will help provide adequate conditions:

a. The testing room must be reasonably quiet. Tests should not be given in a location where ordinary business is being conducted.

b. Lighting, ventilation, and temperature are to be as acceptable as possible. These things are difficult to control in some locations, but the conditions should not be so extreme that concentration is interrupted.

c. Each examinee should be allotted a working space which is flat, smooth, and large enough to accommodate an open test booklet and an answer sheet.

3. Examinee and Test Proctor Considerations

It is very important that examinees feel the test is worthwhile and that their best performance should be displayed.

Examinees should not be distressed by substantial physical discomfort. To help insure that the examinee is in good physical state, no testing session should be scheduled after strenuous periods of work or near the conclusion of a work day.

The test proctor must be constantly alert for signs of cheating such as use of crib sheets or unauthorized testing aids, including calculators.

The test proctor should be thoroughly familiar with the purpose of the test, the directions to be read, and how to deal with problems that may arise. The proctor should rehearse the directions so that they can be read clearly, without stumbling over words or sentences. Familiarity with test content is also valuable in the event that questions arise concerning the format or the

wording of a question. The proctor must be very careful not to give any test answers at any time during test administration.

Before arriving at the test administration session, the proctor should make sure that enough test booklets, answer sheets, #2 pencils and, if necessary, scratch paper are available.

4. Order of Booklet Administration and Time Required

Each individual who attends a JKT session will be administered two booklets. At each test location, half of the examinees will take one booklet first and the other half will take the second booklet first. The purpose of this procedure is to insure that all questions are given equal attention by the examinees. Because the test is long and tedious, the questions at the end of the test may not receive enough attention. The order of booklet administration is reversed so that the same questions are not always at the end of the test.

The time allowed for completion of both booklets is two hours. This two hour period includes a ten minute break which should be taken after completion of the first booklet administered. The break time should be arranged so that everyone has a quiet working atmosphere for the entire testing time. If an individual does not complete the booklet during the allowed time, the proctor should note LIGHTLY IN PENCIL, near the name grid on the answer sheet, that the examinee went over the allowed time.

5. Answer Sheet and Coding System

The direction page for each test booklet instructs the examinee on how to fill out the Type C answer sheets. These directions are included in this manual on pages 3 - 6 for your reference.

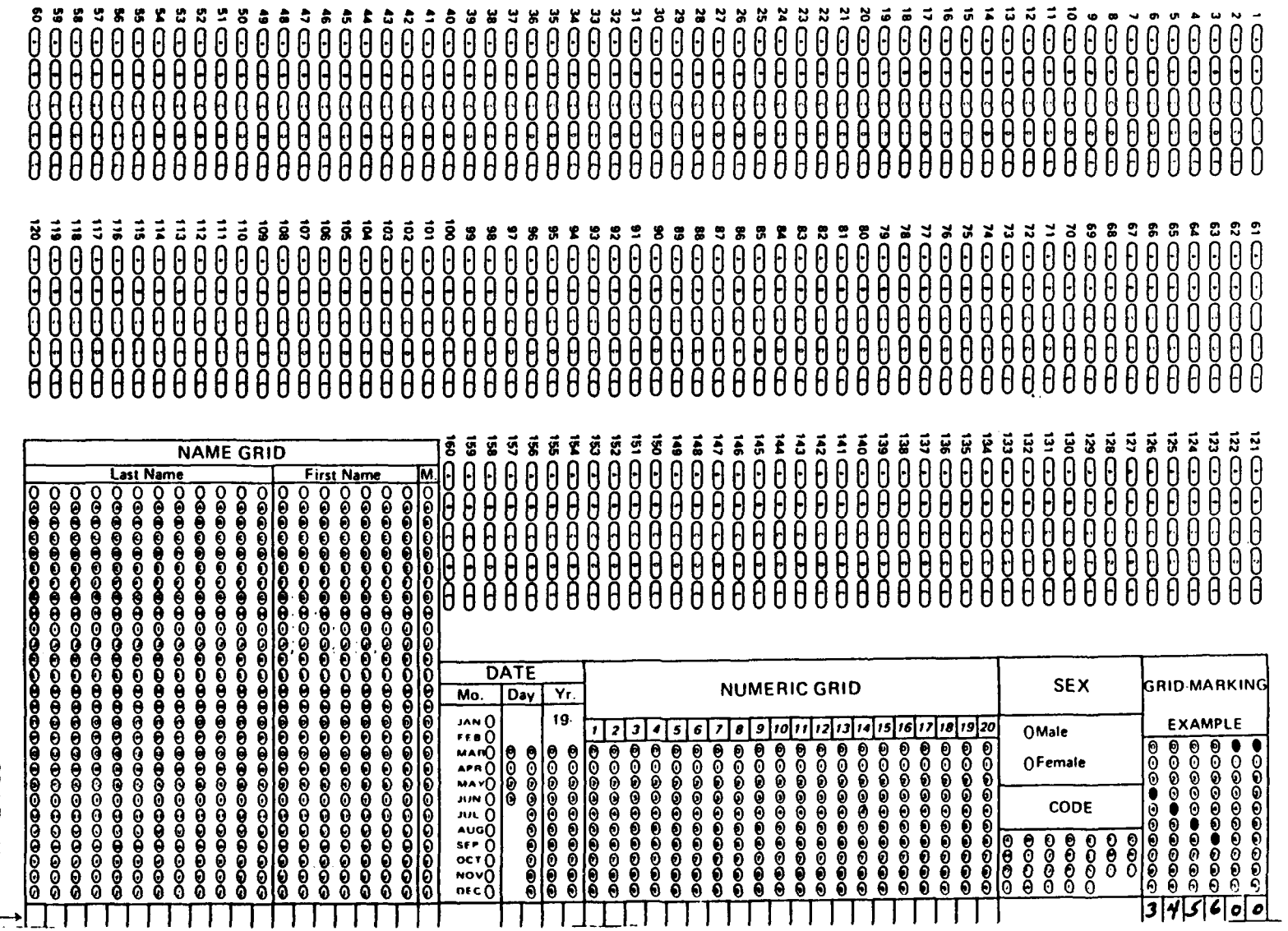
Letter codes will be used to identify functional areas (Phase Information) and the order of booklet administration. These letter codes will be recorded in the CODE section of the Type C answer sheet.

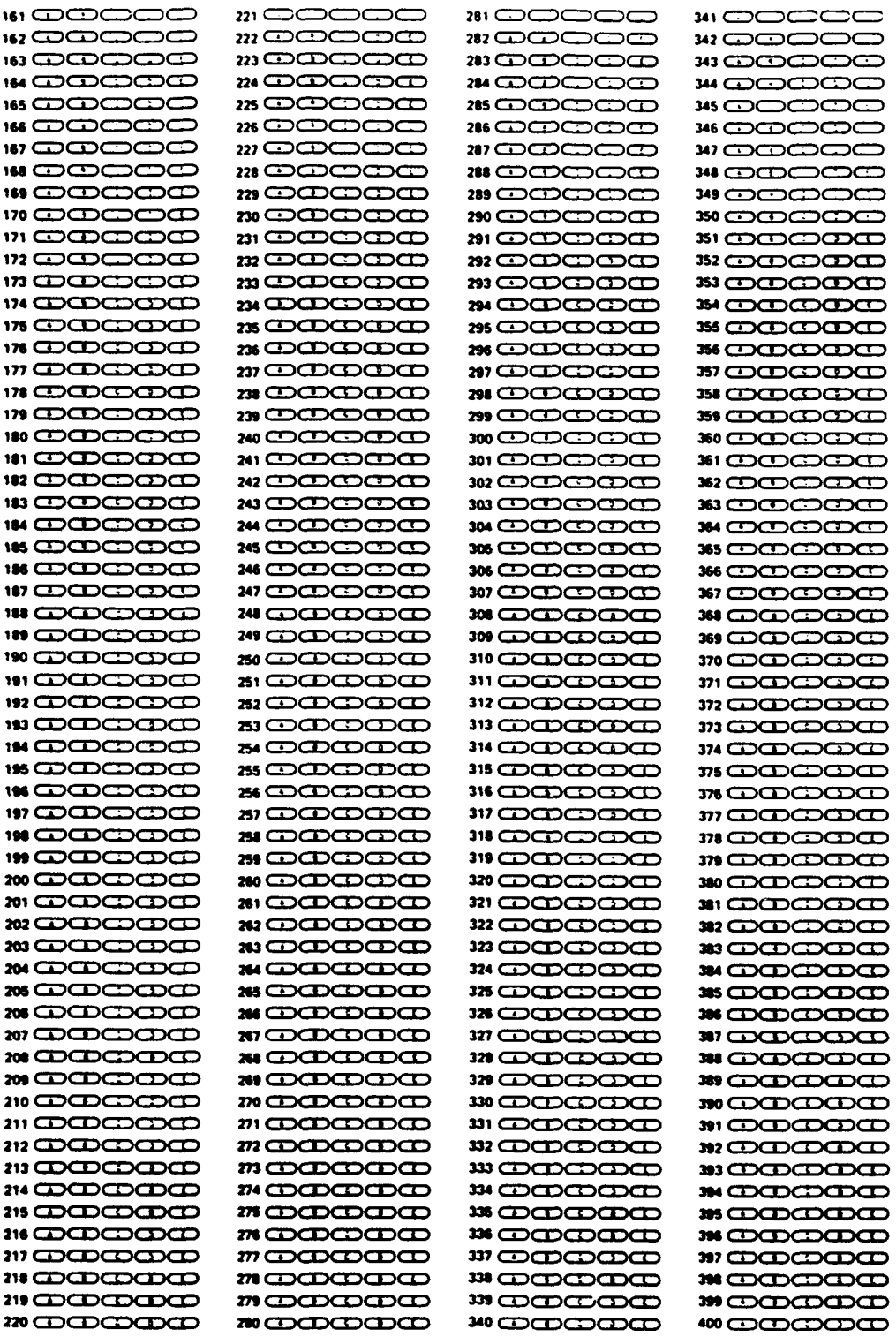
A = MAC Phase I administered first
B = MAC Phase II administered first
C = SAC Phase I administered first
D = SAC Phase II administered first
E = TAC Phase I administered first
F = TAC Phase II administered first

(Ξ) FORM NO 03937 001 W 2300

FRONT PAGE (SIDE NO. 1)

GENERAL ANSWER SHEET TYPE C





REAR PAGE (SIDE NO. 2)

SAMPLE FROM TASK KNOWLEDGE TEST
PHASE I

Directions:

Turn your answer sheet and write your name and the date in the blocks provided. Fill in the corresponding ovals. In the "Numeric Grid," enter your SSAN in positions 1 through 9, and enter the number 12 in positions 19 and 20. In the block marked "Sex" blacken the appropriate oval. In the block marked "Code" fill in the oval designated by the test administrator.

Each item in this booklet consists of a question or statement followed by several choices. There is only one choice that answers the question or completes the statement correctly. Be sure to read each question and all of the choices before answering. Decide which choice is correct and blacken the letter on your answer sheet that matches the letter and item number. Here is an example:

112. What is the capital of the United States?

A. Boston
B. Philadelphia
C. Washington D.C.
D. New York

Since Washington D.C. is the capital of the United States, the answer is C. On the sample answer sheet, the oval containing the C has been blackened.

Be sure to use a number 2 pencil and blacken only one oval for each item. Erase any stray marks being careful not to tear the answer sheet. If you have to change an answer, erase your first mark completely, and then mark your new choice.

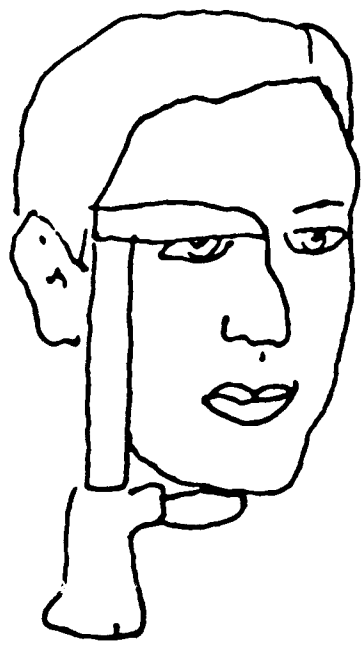
The questions in this booklet are to be answered on spaces 1 - 65 on the answer sheet you have been given. The questions are grouped by task. Read the task number and title at the top of each page to determine when you have started a new task.

Do not spend too much time on any one item. If you have trouble with an item, skip it, and come back to it after you finish the other items. Although you may be unfamiliar with a task, make the best choice you can for each item. Try to answer every item.

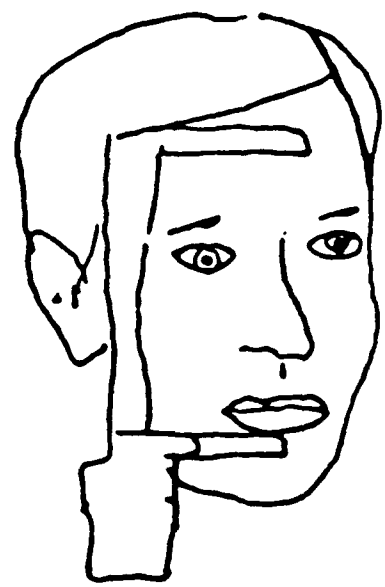
---Task Number: 330
---Task Title: Size and fit oxygen masks

28. Which diagram shows the correct position of the measuring device when fitting an individual's face for a MBU-12/P oxygen mask?

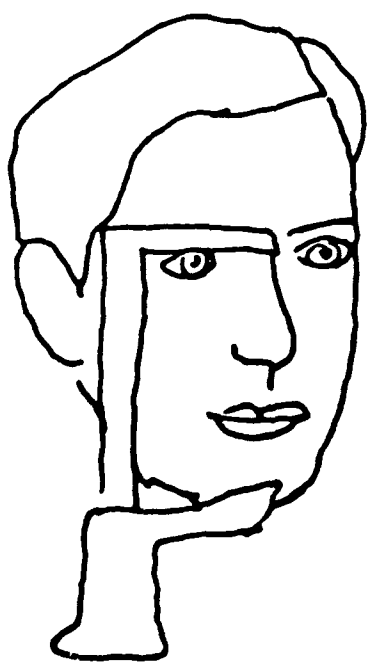
A.



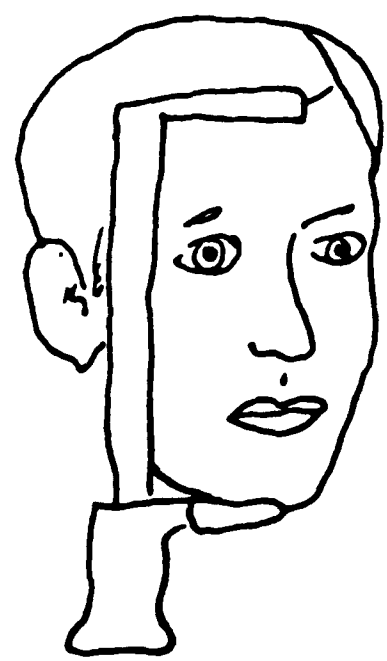
B.



C.



D.



29. How many 12/P oxygen mask sizes are there to choose from when fitting an aircrew member with a mask?

    A. 2

    B. 3

    C. 4

    D. 5

30. What is the primary tool used to measure an individual's face when fitting a 12/P oxygen mask?

    A. Ruler.

    B. Caliper.

    C. Adjustment ring.

    D. Micrometer.

31. Which portion of the helmet must be adjusted after placing the helmet on the member's head and prior to putting the mask on the individual?

    A. Chin strap.

    B. Earphones.

    C. Nape strap.

    D. Helmet liner.

32. What is the initial setting of the MQ-1 when fitting a 12/P oxygen mask?

    A. 41 M

    B. 43 M

    C. Normal

    D. Safety

33. How do you check for proper operation of the inhalation/ exhalation valve?

    A. Breathe normally at the normal setting of the MQ-1.

    B. Use the MH-2 tester.

    C. Breathe normally at the 41 M setting of the MQ-1.

    D. Use a TTU-213/E.

34. What is the proper sequence of adjustments made when checking the mask for proper operation?

    A. 41 M: 43 M; 45 M; 41 M; normal.

    B. Normal; 45 M; 43 M; 41 M; normal.

    C. 41 M; 43 M; 45 M; normal; 41 M.

    D. Normal; 41 M: 43 M; 45 M; 41 M.

35. How should the mask be adjusted initially after hooking it up to the MQ-1 tester?

    A. With the straps.

    B. With the bayonets.

    C. By adjusting the receivers.

    D. With the custom fit pad.

36. At what setting should the MQ-1 be when the bayonets of the 12/P oxygen mask are first adjusted?

    A. 41 M

    B. 43 M

    C. 45 M

    D. Normal

37. Following proper mask fit, how much excess adjustment strap should be left after it has been cut?

    A. Not less than 1 inch, not more than 3 inches.

    B. Not less than 1/2 inch, not more than 2 inches.

    C. Not less than 1 inch, not more than 4 inches.

    D. It doesn't matter.

38. What type of cord is used to tack the adjustment straps on a 12/P?

    A. 8/4 waxed doubled.

    B. 8/7 waxed singled.

    C. 8/4 unwaxed singled.

    D. 8/7 unwaxed doubled.

39. What type of knot is used to tack the final fit on the 12/P mask?

    A. Bowline knot.

    B. Larkshead knot with half hitch knot.

    C. Square knot with overhand locking knot.

    D. Surgeon's knot with overhand locking knot.

SAMPLE FROM TASK KNOWLEDGE TEST
TAC

Directions:

Turn your answer sheet and write your name and the date in the blocks provided. Fill in the corresponding ovals. In the "Numeric Grid," enter your SSAN in positions 1 through 9, and enter the number 12 in positions 19 and 20. In the block marked "Sex" blacken the appropriate oval. In the block marked "Code" fill in the oval designated by the test administrator.

Each item in this booklet consists of a question or statement followed by several choices. There is only one choice that answers the question or completes the statement correctly. Be sure to read each question and all of the choices before answering. Decide which choice is correct and blacken the letter on your answer sheet that matches the letter and item number.

Here is an example:

112. What is the capital of the United States?

A. Boston
B. Philadelphia
C. Washington D.C.
D. New York

Since Washington D.C. is the capital of the United States, the answer is C. On the sample answer sheet, the oval containing the C has been blackened.

Be sure to use a number 2 pencil and blacken only one oval for each item. Erase any stray marks being careful not to tear the answer sheet. If you have to change an answer, erase your first mark completely, and then mark your new choice.

The questions in this booklet are to be answered on spaces 66 - 133 on the answer sheet you have been given. The questions are grouped by task. Read the task number and title at the top of each page to determine when you have started a new task.

Do not spend too much time on any one item. If you have trouble with an item, skip it, and come back to it after you finish the other items. Although you may be unfamiliar with a task, make the best choice you can for each item. Try to answer every item.

----------Task Number: 278
----------Task Title: Periodic inspection on anti-G suit

You are to perform a periodic inspection on an anti-G suit.

105. What is the maximum number of holes allowed in the anti-G garment bladder material?

A. 2, no more than 3 inches apart.

B. 2 per bladder.

C. 3 per square foot.

D. None.

106. What should be inspected on the back waist panel?

A. Metal stays are not missing, broken, or protruding though the cover material.

B. The inflation bladder for serviceability.

C. Excessive wear of the nomex covering the bladder.

107. What can be applied to the slide fasteners when they are NOT operating smoothly?

A. Krytox.

B. Sewing machine oil.

C. Wax.

D. WD-40.

108. What is the minimum allowable length of the excess adjustment laces after being trimmed?

A. 8 inches.

B. 7 inches.

C. 6 inches.

D. 5 inches.

109. What part of the anti-G suit is ONLY visually checked during periodic inspection?

A. Snap fasteners.

B. Slide fasteners.

C. Lacing cords.

D. Knife lock.

110. What is the minimum length of the cord attached to the MC-1 knife or risercutter?

A. 48 inches.

B. 60 inches.

C. 72 inches.

D. 84 inches.

111. To what pressure should the bladders be inflated during inspection?

A. 2 psi.

B. 3 psi.

C. 4 psi.

D. 5 psi.

112. What should NOT be used to inflate the bladders?

A. Hand pump.

B. Low pressure air with a gage.

C. CSU-3/P oral inflator valve.

D. High pressure air with a gage.

113. What is the maximum allowable leakage after the bladders have been inflated?

A. 1 psi/30 seconds.

B. 1 psi/60 seconds.

C. 2 psi/30 seconds.

D. 3 psi/60 seconds.

APPENDIX G: WIPT ADMINISTRATION GUIDELINES

DIRECTIONS FOR ADMINISTRATION

General Directions

1. At the beginning of each testing session, introduce yourself to the incumbent and again briefly explain exactly what will occur during the WTPT. Be sure that the incumbent's answer sheet is accurately filled out. Mark all testing materials you will be marking on and later transferring to the incumbent's answer sheet with the incumbent's name and SSN.

2. Ensure that:

   a. All reference materials available for the incumbent's use are readily accessible to him/her during testing.

   b. Any necessary equipment is available.

   c. Any necessary materials are readily available for the incumbent's use.

3. Select the appropriate test items for each incumbent being evaluated.

4. Administer the tests using the standardized schedules which have been devised. Should it become necessary to deviate from the standard schedules, organize a temporary schedule in such a way as to avoid interfering with the concurrent testing. Include a break for the incumbent and yourself when necessary.

5. Read the general instructions, which are located in the front of each test booklet, to EVERY incumbent as soon as the incumbent arrives for the first testing session. Go over the sample interview item with the incumbent and answer any questions.

6. If the incumbent does not complete a task within the allowable time limit shown on the test item, say to the incumbent, "That covers this task. Let's move on." If the incumbent completes the session before the scheduled time, allow the incumbent to go back to normal work activities.

7. Follow the unique instructions provided for each item, such as where to evaluate the task, time limits, and necessary equipment. Read all instructions and each interview question to the incumbent and allow the incumbent to read the same information from the instruction or interview question notebook. Make a smooth transition when completing one test item and continuing on to another.

8. Do not allow the incumbent to see pages of the test booklets.

9. Do not leave any blanks.

10. Do not tell the incumbent that he/she passed or failed. Just say "thank you." Remember, this is an evaluation of the enlistment process, not an individual.

11. Transfer all evaluations to the prepared answer sheet immediately after the close of the testing session.

Deviations

Use the following as a guide for possible deviations and the appropriate action to take.

Administrator Related Deviations

a. Administrator is unable to complete the evaluation because of illness.

ACTION: Reschedule the incumbent for a time after all the previously scheduled incumbents have completed their sessions. If a task was interrupted, begin the new session at the beginning of the task that was interrupted. If the original administrator is unable to evaluate the incumbent at this time, schedule an alternate administrator.

b. Test booklets, pertinent materials, or interview items are lost.

ACTION: Contact the UES task leader who will confer with AFHRL. Supply complete details and abide by their final decision.

c. The incumbent is unable to understand the administrator.

ACTION: Exchange incumbents with another administrator.

d. Wrong test item is used for a workcenter.

ACTION: Salvage as much of the item as possible.

Base Related Deviations

a. Base personnel are unable to support the testing procedure because of an unscheduled inspection or some other unforeseen event.

ACTION: Contact the UES task leader who will confer with AFHRL. Supply complete details and abide by their final decision.

b. Base personnel are unable to provide the required number of people to complete the rating forms.

ACTION: Contact UES task leader who will confer with AFHRL. Supply complete details and abide by their decision.

c. Director of Personnel (DP) or others insist on knowing the evaluation results.

ACTION: Explain to the DP that the administrators have specific directions from AFHRL not to release these results to anyone except AFHRL personnel. Inform the DP that the incumbents have been assured that such information would be kept confidential and used only for research purposes. If the DP or his representative still insists, give him the name and phone number of the AFHRL contact.

Equipment Related Deviations

a. Specific form or material is unavailable.

ACTION: Try to find a substitute. If a substitute is not available, check with section chief and omit the step(s) or test item if necessary.

b. Correct equipment is unavailable.

ACTION: Examine other options available and contact UES Task Leader for final procedure to be followed.

c. Regulation or reference is unavailable.

ACTION: Try to find a local substitute (such as local O.I.). If none is available, administer item without reference and make note of the occurrence.

d. Equipment is unavailable for viewing during the interview.

ACTION: Administer the test item anyway.

e. Equipment is damaged during evaluation through no fault of the incumbent or the damage is reparable.

ACTION: Discontinue the evaluation, record the time and make note of situation on test booklet. Get a replacement and retest item if possible. If unable to find a replacement within fifteen (15) minutes, make note and go on to the next test item.

f. Error is found in test, or recent regulation change is discovered and the steps are no longer valid.

ACTION: Contact UES Task Leader for guidance.

g. Problems occur such as loss of electricity or heat.

ACTION: If the CBPO personnel continue to work then continue the evaluations. If the CBPO personnel discontinue work, discontinue the evaluations and record the time directly on the test item. If the interruption is for an hour or less, record the restart time and continue with the evaluation even if it means keeping the incumbent longer than the normal work day. Be sure to coordinate this with the supervisor. If the interruption is for longer than an hour, tell the incumbent that his/her evaluation will be continued at a later date and allow the incumbent to go back to his/her normal work area. Reschedule the incumbent for a time after all the previously scheduled incumbents have completed their sessions. Begin the new session at the beginning of the task that was interrupted.

h. Natural phenomenon (snow storm, ice, etc.) that might cause the base to shut down.

ACTION: Contact UES task leader for guidance.

Incumbent Related Deviations

a. Incumbent is unable to complete evaluation because of illness or injury.

ACTION: If the injury or illness is of a short duration, reschedule the incumbent for a time after all the previously scheduled incumbents have completed their sessions. If a task was interrupted, begin the new session at the beginning of the task that was interrupted. If the illness or injury is of a duration longer than the team is scheduled to be at the base, disregard the incumbent's previous evaluations and omit the data.

b. Incumbent is late for the testing session.

ACTION: If the incumbent is less than an hour late for the session, begin the evaluation at the point where the incumbent would have progressed so the incumbent's performance does not interfere with the performance of the other incumbent.

Evaluate the previously omitted test items at the end of the session in the standardized sequence.

c. Incumbent does not show up for testing.

ACTION: Reschedule the incumbent for a time after all the previously scheduled incumbents have completed their sessions.

d. Incumbent takes excessive amount of time to perform the task.

ACTION: Stop the evaluation at the cut-off time indicated on the test item. Count any unanswered questions or unperformed steps as incorrect. Go on to the next test item.

e. Incumbent is about to damage the equipment or commit a safety violation.

ACTION: Stop the incumbent. Tell the incumbent what corrective action to take. Consider the step incorrect. Instruct the incumbent to go on to the next step.

f. Incumbent damages the equipment or commits a safety violation.

ACTION: Stop the incumbent. Consider the step incorrect. Instruct the incumbent to go on to the next step, if possible. If damage is irreparable, consider the test item failed.

g. Incumbent does not understand an interview question.

ACTION: Restate the question as written, if there is still not understanding - no credit; incumbent fails the question. Note that question was not understood.

h. Cheating.

ACTION: Disregard the incumbent's entire performance of the task. Note that cheating occurred.

APPENDIX H: SAMPLE OF AIRCREW LIFE SUPPORT SPECIALIST (APS 122X0) WTPT TEST ADMINISTRATOR BOOK

Objective: To evaluate your ability to size and fit oxygen masks.

Estimated Time: 5M Start: Finish: Time Req:

Time Limit: 10M #Times Performed: Last Performed:

Tools and Equipment: T.O. 15X5-3-6-1, T.O. 15X5-3-6-12, calipers, MBU-12/P (or 5/P) oxygen mask that is already built, MQ-1 tester, ruler, waxed 8/4 cord, needles, needles, scissors, matches, helmet.

Background: N/A

Configuration: Need a person available to be fitted. The nape strap on the helmet should be untied.

Instructions to Administrator: This item should be administered in a quiet area. The person being fitted should be instructed to indicate that leaks are present.

SAY TO THE INCUMBENT

I WANT YOU TO SHOW ME THE STEP-BY-STEP PROCEDURES WHICH ARE FOLLOWED WHEN YOU SIZE AND FIT AN MBU-12/P OR AN MBU-5/P OXYGEN MASK WITH A HELMET. THIS TASK IS TO INCLUDE THE TEST AND ADJUSTMENT PROCEDURES. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 15X5-3-6-1, AND T.O. 15X5-3-6-12. TELL ME WHEN YOU ARE READY TO BEGIN.

Performed or Answered Correctly	YES	NO
Did the incumbent:		
1. Measure the length of the subject's face using calipers measuring the distance from the tip of the bottom surface of the chin to the point of maximum depression of the nasal root?	____	____
2. Have the subject don the helmet and the mask?	____	____
3. Make sure that the helmet nape strap fit snugly?	____	____

Performed or Answered Correctly	YES	NO
Did the incumbent say he/she would:		
4. Insert each bayonet into the second locking position of the receiver?	____	____
5. Adjust the straps?	____	____
6. Plug the mask into the MQ-1 tester?	____	____
7. Check the mask for proper operation of the combination valve by having the subject breath normally in the normal setting?	____	____
8. Turn the pressure dial to the 41M setting?	____	____
9. Adjust straps to prevent leaks?	____	____
10. Turn the pressure dial to the 43M setting?	____	____
11. Use the bayonets to adjust for leaks?	____	____
12. Turn the pressure dial to the 45M setting?	____	____
13. Use the bayonets to adjust for leaks?	____	____
14. Return the regulator to the 41M setting?	____	____
15. Re-adjust bayonets to second locking position?	____	____
16. Cut excess adjustment strap leaving not less than 1 inch or more than 3 inches?	____	____
17. Sear the cut ends?	____	____
18. Tack the adjustment straps with doubled waxed 8/4 cord using two turns and tie the tacking thread with a surgeon's knot and secure with a locking knot?	____	____

Time Required _____

OVERALL PERFORMANCE

5 Far exceeds the acceptable level of proficiency

4 Somewhat exceeded the acceptable level of proficiency

3 Met the acceptable level of proficiency

2 Somewhat below the acceptable level of proficiency

1 Far below the acceptable level of proficiency

Objective: To evaluate your knowledge of the procedures necessary to size and fit oxygen masks.

Estimated Time: 5M Start: Finish: Time Req:

Time Limit: 10M #Times Performed: Last Performed:

Tools and Equipment: N/A

Background: N/A

Configuration: N/A

Instructions to Administrator: This item should be administered in a quiet area.

SAY TO THE INCUMBENT

I WANT YOU TO TELL ME THE STEP-BY-STEP PROCEDURES WHICH ARE FOLLOWED WHEN YOU SIZE AND FIT AN MBU-12/P OXYGEN MASK WITH A HELMET. THIS TASK IS TO INCLUDE THE TEST AND ADJUSTMENT PROCEDURES. PLEASE BE AS DETAILED AS POSSIBLE IN YOUR DESCRIPTIONS. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 15X5-3-6-1 AND 15X5-3-6-12. TELL ME WHEN YOU ARE READY TO BEGIN.

Performed or Answered Correctly	YES	NO
Did the incumbent:		
1. Measure the length of the subject's face using calipers measuring the distance from the tip of the bottom surface of the chin to the point of maximum depression of the nasal root?	____	____
2. Have the subject don the helmet and the mask?	____	____
3. Make sure that the helmet nape strap fit snugly?	____	____
4. Insert each bayonet into the second locking position of the receiver?	____	____
5. Adjust the straps?	____	____

Performed or Answered Correctly	YES	NO
Did the incumbent say he/she would:		
6. Plug the mask into the MQ-1 tester?	____	____
7. Check the mask for proper operation of the combination valve by having the subject breath normally in the normal setting?	____	____
8. Turn the pressure dial to the 41M setting?	____	____
9. Adjust straps to prevent leaks?	____	____
10. Turn the pressure dial to the 43M setting?	____	____
11. Use the bayonets to adjust for leaks?	____	____
12. Turn the pressure dial to the 45M setting?	____	____
13. Use the bayonets to adjust for leaks?	____	____
14. Return the regulator to the 41M setting?	____	____
15. Re-adjust bayonets to second locking position?	____	____
16. Tack the adjustment straps with doubled waxed 8/4 cord using two turns and tie the tacking thread with a surgeon's knot and secure with a locking knot?	____	____

Time Required _____

OVERALL PERFORMANCE

5 Far exceeds the acceptable level of proficiency

4 Somewhat exceeded the acceptable level of proficiency

3 Met the acceptable level of proficiency

2 Somewhat below the acceptable level of proficiency

1 Far below the acceptable level of proficiency

Objective: To evaluate your ability to perform the anti-G suit periodic inspection.

Estimated Time: 15M Start: Finish: Time Req:

Time Limit: 20M #Times Performed: Last Performed:

Tools and Equipment: T.O. 14P3-6-121, air pump, wax, ruler, wax pot with melted wax, watch, tape, matches or lighter, 100 lb. nylon cord 00 green, CSU-13B/P anti-G suit, AFTO Form 335.

Background: N/A

Configuration: CSU-13B/P anti-G suit with an MC-1 knife or riser cutter and with metal stays and the AFTO Form 335 for this anti-G suit.

Instructions to Administrator: Administer at any workstation near the air pump.

SAY TO THE INCUMBENT

I WANT YOU TO PERFORM THE ANTI-G SUIT PERIODIC INSPECTION. PLEASE INCLUDE ALL STEPS. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 14P3-6-121. INDICATE TO ME WHEN YOU ARE READY TO BEGIN.

Performed or Answered Correctly	YES	NO
Did the incumbent:		
1. Visually inspect outer fabric for snags, tears, and holes?	____	____
2. Inspect the back waist panel to ensure that the metal stays were not missing, broken or protruding through the cover material?	____	____
3. Inspect all slide fasteners for service-ability and check for corrosion and missing teeth?	____	____
4. Inspect velcro-hook fastener tapes for serviceability?	____	____
5. Check lacing cord for frays?	____	____

Performed or Answered Correctly	YES	NO
Did the incumbent:		
6. Inspect the snap fasteners and hook assemblies for proper clinch and operation?	____	____
7. Inspect the garment disconnect for corrosion and cracks?	____	____
8. Inspect MC-1 knife or riser cutter for serviceability and corrosion?	____	____
9. Inspect the nylon cord for frays?	____	____
10. Ensure that the nylon cord was a minimum length of 60 inches?	____	____
11. Inflate bladders to 5 PSI using low pressure air with gauge?	____	____
12. Cut off input air source?	____	____
13. Make sure the leakage was no more than one PSI in one minute?	____	____
14. Record inspection on AFTO Form 335?	____	____

Time Required _____

OVERALL PERFORMANCE

5 Far exceeds the acceptable level of proficiency

4 Somewhat exceeded the acceptable level of proficiency

3 Met the acceptable level of proficiency

2 Somewhat below the acceptable level of proficiency

1 Far below the acceptable level of proficiency

APPENDIX I: SAMPLE OF AIRCREW LIFE SUPPORT SPECIALIST (AFS 122X0) WTPT INCUMBENT MANUAL

GENERAL INCUMBENT INSTRUCTION

YOU HAVE BEEN SELECTED TO PARTICIPATE IN AN AIR FORCE RESEARCH PROJECT TO EVALUATE THE ENLISTED SELECTION PROCESS FOR THE AFS 122X0 CAREER FIELD. AS PART OF THIS RESEARCH, YOU AND OTHER FIRST-TERM AIRMEN WILL BE GIVEN A SERIES OF TEST ITEMS DESIGNED TO ASSESS YOUR ABILITY TO PERFORM A NUMBER OF SELECTED TASKS. THE TOTAL TEST WILL TAKE BETWEEN FOUR TO SIX HOURS TO COMPLETE.

ALL OF YOUR TEST SCORES WILL BE KEPT CONFIDENTIAL. WHILE I WILL BE ASSESSING YOUR PERFORMANCE LEVEL, IT IS VERY IMPORTANT FOR YOU TO UNDERSTAND THAT THERE IS NO PASS/FAIL SCORE FOR THIS TEST. WE ARE INVESTIGATING THE ENLISTED SELECTION PROCESS FOR YOUR CAREER FIELD AND NOT YOU PERSONALLY. YOUR TEST SCORES WILL NOT GO IN YOUR RECORDS NOR BE REVEALED TO YOUR CO-WORKERS OR SUPERVISORS. YOUR SCORES CANNOT AFFECT YOUR APR.

YOU WILL BE ADMINISTERED TWO TYPES OF TEST ITEMS. ONE TYPE (HANDS-ON TYPE) WILL REQUIRE YOU TO PERFORM A TASK. THE OTHER TYPE (INTERVIEW TYPE) WILL REQUIRE YOU TO TELL ME STEP-BY-STEP AND IN AS MUCH DETAIL AS POSSIBLE, HOW YOU WOULD PERFORM A TASK. FOR SOME TASKS, YOU WILL BE GIVEN THE TECHNICAL DATA (T.O.s) AND EQUIPMENT NECESSARY TO PERFORM THOSE TASKS. FOR OTHER TASKS YOU WILL BE REQUIRED TO IDENTIFY AND OBTAIN THE NECESSARY T.O.s AND EQUIPMENT. YOU MAY BE ASKED TO PERFORM SOME TASKS THAT YOU HAVE NOT PERFORMED BEFORE. IN THESE CASES DO THE BEST YOU CAN. SOME TASKS REQUIRE MORE TIME TO COMPLETE THAN WE HAVE TIME TO EVALUATE. SO DO NOT BE ALARMED IF I ASK YOU TO PERFORM ONLY A PORTION OF A TASK OR IF I ASK YOU TO STOP A TASK BEFORE YOU HAVE FINISHED.

DURING THE ADMINISTRATION OF THIS TEST I WILL ONLY BE ABLE TO ANSWER QUESTIONS DEALING WITH THE ADMINISTRATION OF THE TEST ITEMS. PLEASE DO NOT ASK ANY QUESTIONS ABOUT THESE TASKS UNLESS YOU DO NOT UNDERSTAND THE DIRECTIONS. PLEASE DO NOT TELL OTHERS WHAT QUESTIONS YOU WERE ASKED OR WHAT TASKS YOU PERFORMED SO THE TEST WILL BE THE SAME FOR EVERYONE.

BEFORE WE BEGIN THE FIRST SCORED ITEM, I WILL SHOW YOU AN EXAMPLE OF AN INTERVIEW ITEM AND SHOW YOU WHAT WE WOULD LIKE YOU TO ANSWER IN TERMS OF DETAIL AND AMOUNT OF INFORMATION.

Objective: To evaluate your knowledge of the procedures necessary to size and fit oxygen masks.

I WANT YOU TO TELL ME THE STEP-BY-STEP PROCEDURES WHICH ARE FOLLOWED WHEN YOU SIZE AND FIT AN MBU-12/P OXYGEN MASK WITH A HELMET. THIS TASK IS TO INCLUDE THE TEST AND ADJUSTMENT PROCEDURES. PLEASE BE AS DETAILED AS POSSIBLE IN YOUR DESCRIPTIONS. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 15X5-3-6-1 AND 15X5-3-6-12. TELL ME WHEN YOU ARE READY TO BEGIN.

Phase I Hands-On Task 330

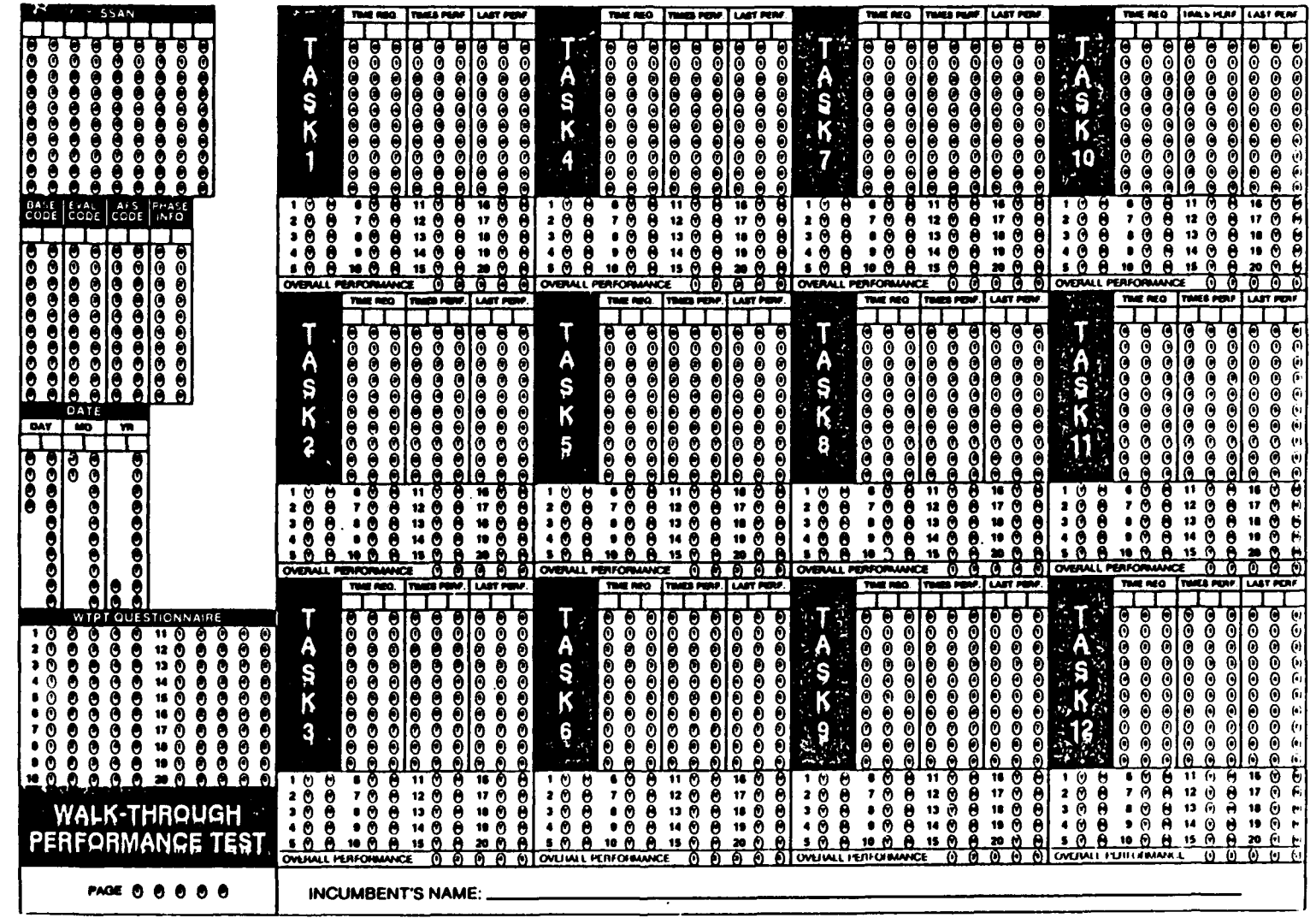
Objective: To evaluate your knowledge of the procedures necessary to size and fit oxygen masks.

I WANT YOU TO SHOW ME THE STEP-BY-STEP PROCEDURES WHICH ARE FOLLOWED WHEN YOU SIZE AND FIT AN MBU-12/P OR AN MBU-5/P OXYGEN MASK WITH A HELMET. THIS TASK IS TO INCLUDE THE TEST AND ADJUSTMENT PROCEDURES. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 15X5-3-6-1 AND 15X5-3-6-12. TELL ME WHEN YOU ARE READY TO BEGIN.

Objective: To evaluate your ability to perform the anti-G suit periodic inspection.

I WANT YOU TO PERFORM THE ANTI-G SUIT PERIODIC INSPECTION. PLEASE INCLUDE ALL STEPS. THIS TASK WAS DEVELOPED IN ACCORDANCE WITH T.O. 14P3-6-121. INDICATE TO ME WHEN YOU ARE READY TO BEGIN.

APPENDIX J: WTPT ANSWER SHEET


SSAN
BASE CODE
EVAL CODE
AFS CODE
PHASE INFO
DATE
DAY
MO
YR
WTPT QUESTIONNAIRE
WALK-THROUGH PERFORMANCE TEST
PAGE
TASK 1
TASK 2
TASK 3
TASK 4
TASK 5
TASK 6
TASK 7
TASK 8
TASK 9
TASK 10
TASK 11
TASK 12
TIME REQ
TIMES PERF
LAST PERF
OVERALL PERFORMANCE
INCUMBENT'S NAME:

TASK 13
TASK 14
TASK 15
TASK 16
TASK 17
TASK 18
TASK 19
TASK 20
TASK 21
TASK 22
TASK 23
TASK 24
TASK 25
TIME REQ.
TRIES PERF.
LAST PERF.
OVERALL PERFORMANCE
WTPT QUESTIONNAIRE CONTINUED

APPENDIX K: JPMS QUESTIONNAIRE

JPMS QUESTIONNAIRE

NAME _____ SSAN _____-____-_____
Last First MI

For the following statements we are interested in your beliefs about the Hands-On/Interview testing. Please respond to each statement using the scale provided below. Enter the number that best represents your opinion in the blank space provided by each statement.

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent
1	2	3	4	5

1. ____ Did you feel it was important to perform well on the test?

2. ____ Are you satisfied that you performed as well as you could on the test?

3. ____ Does the test provide a true picture of your performance level?

4. ____ Did you care how well you performed on the test?

5. ____ Did you find the test interesting?

6. ____ Did you make an "extra effort" to carefully pay attention to all of the instructions and examples in order to perform well?

7. ____ How motivated were you to perform to the best of your ability on the test?

8. ____ Do you believe that the true purpose of the test was the one explained to you by the test administrator?

9. ____ Do you trust that the information collected from you in this test will be used for research purposes only?

10. ____ Will your supervisor have access to any information collected about you from this test?

For the following questions, please also consider the multiple-choice job knowledge test you took earlier in the week.

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent
1	2	3	4	5

Is the test acceptable to you as a way to determine job proficiency?

11. ____ Hands-on test

12. ____ Interview test

13. ____ Job knowledge test

Did the test evaluate your job proficiency fairly?

14. ____ Hands-on test

15. ____ Interview test

16. ____ Job knowledge test

Will the results of this test be useful to the Air Force?

17. ____ Hands-on test

18. ____ Interview test

19. ____ Job knowledge test

Is the test easy to use and understandable as a means of determining job proficiency?

20. ____ Hands-on test

21. ____ Interview test

22. ____ Job knowledge test

Could someone tell the difference between good and poor performers by looking at the results of the test?

23. ____ Hands-on test

24. ____ Interview test

25. ____ Job knowledge test

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent
1	2	3	4	5

If someone were to look at the results of the test, could they get a true picture of the performance level of the person who took the test?

26. ____ Hands-on test

27. ____ Interview test

28. ____ Job knowledge test

How well did the instructions you received at the beginning of each section prepare you to accomplish that section?

29. ____ Hands-on test

30. ____ Interview test

31. ____ Job knowledge test

What improvements would you make in the instructions for the hands-on and interview testing?

_____

_____

_____

_____

_____

32. ____ How well was the importance of this Performance Measurement program to the Air Force expressed in the orientation you received?

33. ____ Will the information collected for this Performance Measurement program be used for actual performance reports or other administrative purposes?

Think back on all of the rating forms, hands-on/interview tasks, and the job knowledge test completed during this project. Please rank the following on their ability to provide accurate and useful information about an individual's performance. (1 = Best,4 = Worst)

34. ____ Rating Forms

35. ____ Job Knowledge Test

36. ____ Hands-on Test

37. ____ Interviews

Additional Remarks/Comments: _____

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